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ABSTRACT

The objectives of this program, funded under Title I of the 1965 ESEA, were as follows: (1) to raise the achievement levels in reading for children in the special schools who were retarded in reading two or more years. Each of the 28 special schools selected a target group of children for whom intensive remediation was provided; (2) to develop cognition on the part of seriously mentally ill children in treatment centers and psychiatric hospitals. Two tests of cognitive ability were developed jointly by the evaluation team and the school staff; (3) to provide intensive guidance, psychological, and social work service to day school children and their parents in order to provide diagnosis and prescription of learning disabilities; (4) to activate absentee pupils to return to school and maintain regular attendance; and, (5) to institute a training program for teachers and educational assistants by the assignment of teachers trainers and to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. The special schools varied so much in physical plant and facilities, nature of services offered, and types of problems of children enrolled that few generalizations apply to all. The program was held from September 11, 1972 until June 29, 1973, at 25 educational facilities located at 28 sites. (Author/JM)

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IMPROVING INSTRUCTION AND SERVICES
FOR
SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN

1972-1973

**Board of Education of the
City of New York**

FINAL REPORT

UD 014405

91-31 QUEENS BOULEVARD / ELMHURST, NEW YORK / 11373 / 212 - 478 - 4340

ED 094056

FUNCTION No. 09-31694

FINAL REPORT

IMPROVING INSTRUCTION AND SERVICES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN

1972-1973

BOARD OF EDUCATION OF THE CITY OF NEW YORK

Evaluation of a New York City School district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed under contract with the Board of Education of the City of New York for the 1972-73 school year.

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Special thanks are due to Mr. Emory Hightower, Principal Assigned for Schools for Socially Maladjusted and Emotionally Disturbed Children, Mr. Irwin Shanes, Coordinator, Reimbursable Projects, Mr. Donald Forman, Workshop Coordinator, Mr. Jack Krellenstein, and Margarite Johnson, Attendance Coordinator of the Board of Education of the City of New York.

PREFACE

Within every facility for the emotionally disturbed and socially maladjusted children, one finds heterogeneous groups with a wide range of functioning levels and abilities. Differences are also apparent in pathology and environmental influences.

It should be pointed out that for these reasons teaching emotionally disturbed and/or socially maladjusted students requires a great deal of dedication, skill, and experience from administrators, teachers and clinical staff. Many staff members employed at schools described in this report displayed these qualities.

EXECUTIVE SUMMARY

This program entitled "Improving Instruction and Services for Socially Maladjusted and Emotionally Disturbed Children, B/E 0931694 (ESEA Title I 1972-1973)" was in operation from September 11, 1972 until June 29, 1973 at 25 educational facilities housed in 28 schools.

In addition to the staff regularly assigned to these schools, the program provided the following personnel:

24 Reading Specialists (7 Title I, 17 City Tax Levy)
33 Educational Assistants
4 Attendance Teachers
19 Family Workers
12 Teacher Trainers (Assistant Principals)
1 Assistant Coordinator (Assistant Principal)
2 Psychologists
2 Social Workers
6 Guidance Counselors
6 Secretaries

The program objectives were as follows:

1. To raise the achievement levels in reading for children in the special schools who were retarded in reading two or more years. Each of the 28 special schools (register approximately 2,060) selected a target group of children for whom intensive remediation was provided. At the conclusion of the program it was anticipated that more than 60% of the participants would achieve a significant gain in reading.

2. To develop cognition on the part of seriously mentally ill children in treatment centers and psychiatric hospitals. Two tests of cognitive ability were developed jointly by the evaluation team and the school staff.

3. To provide intensive guidance, psychological, and social work service to day school children and their parents in order to provide diagnosis and prescription of learning disabilities. Seventy-five percent of the teachers and parents were to rate this service as successful in improving pupil achievement.

4. To motivate absentee pupils to return to school and maintain regular attendance. Five percent improvement in overall day school percentage of attendance as compared with the percentage of attendance during the school year 1971-1972 was anticipated.

5. To institute a training program for teachers and educational assistants by the assignment of teacher trainers and to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. Thirty percent of the teachers, it was anticipated, would make a 10% improvement professionally.

The Program's Operations

The special schools varied so much in physical plant and facilities, nature of services offered, and types of problems of children enrolled that few generalizations apply to all. Some were housed in old, inadequate buildings with manifold deficiencies. Others had modern, well-equipped quarters. The funded program staff were vital to the work of these schools. Supplies and teaching materials generally were satisfactory despite some shortages early in the school year and some losses by theft of valuable audio visual equipment.

Evaluators saw some well-planned, excellently conducted instructional programs. However,in a few classes teachers were using routine procedures not suited to their pupils. Classes were small -- 15 or fewer as a rule -- an emphasis was placed on reading. A considerable amount of small-group and individualized instruction was provided. In the upper grades, the curricula instruction was a series of trips to places of cultural, scientific and historical interest.

The conclusions were as follows:

Objective 1:

The projected improvement in reading set forth in objective 1 was realized. For more than 60% of the participants who were tested in reading, the difference between expected and actual reading improvement was statistically significant as measured on a pretest-posttest basis using standardized reading tests. Statistical computation was based on a comparison of anticipated gain scores versus actual gain scores.

Objective 2:

Two tests to evaluate cognitive functioning, The Test of Cognition, Level I and Level II were developed by the evaluation team along with the school personnel. Due to the late hiring of the evaluation team, the tests were developed too late in the school year for pretest administration. The teachers reported the following to the evaluation team:

1. The instruments were found to be effective tools in discriminating deficiencies in basic abilities necessary for learning.

2. These instruments were found to be able to evaluate the abilities of children who could not be measured by standardized tests.

3. Teachers found these instruments to be testing procedures which they could employ without special training and with a reasonable expenditure of time for administration and scoring.

Objective 3:

Seventy-five percent of parents and teachers were to evaluate intensive guidance, psychological and social work service to day school children as successful in improving pupil achievement. This objective was not realized. The staff were too few in number. The guidance and social work staff provided tangential support of this objective, but did not see this as a primary role.

Objective 4:

The intensive attendance services were highly effective in achieving this objective. More than 93% of the excessively absent pupils improved their attendance more than 10%. However, an analysis of the attendance of the entire population of the 17 day schools indicated that the population which did not receive intensive services did not indicate the same rate of improvement. Two of the 17 day schools met the criterion of the objective, a 5% improvement in attendance.

Objective 5:

The goal of the teacher training program was that thirty percent of the teachers would make a 10% improvement professionally. This objective was exceeded.

Ancillary Conclusions:

An evaluation of the social emotional growth of students using a rating scale was utilized by teachers. An over all average of 54.33 percent of the students in this study were rated as improved by their teachers in six areas of social and emotional development.

Another questionnaire was utilized to assess student attitudes. Students posited favorable impressions toward school staff, facilities, classmates, learning at school and curricula.

Recommendations

Reading Achievement: Although statistically significant gains in reading were achieved, it should be noted that the means for the various types of facilities were below the norms established in the regular schools. No single criterion can be used for this extremely diverse population who are in different treatment settings. Goals should be specified according to the population and the resources in a particular facility.

Cognitive Functioning: Cognitive development and readiness for learning should be evaluated within each facility so that instruction can be directed to the needs of the children. Evaluative procedures begun in this project should be perfected.

Intensive Guidance, Psychological and Social Work Service: The provision of these services in order to provide prescriptive techniques to be employed at home for day school children was unrealistic (as stated in the research design) for this population. The complex problems rooted within the family made the objective unattainable. More pupil personnel services should be made available in order to reach the families of special children.

The Intensive Attendance Services: These services were demonstrated to be highly effective. These services should continue to be provided and extended.

Attendance workers must deal with the problem of students who are carried on school registers and have not or do not appear at school. Improved communication procedures between the courts, probationary agencies and the schools should be developed so that the effect of school programs on attendance may be evaluated with greater accuracy.

The Teacher Trainer (Assistant Principal) Training Program for Teachers and Educational Assistants: The role of the teacher trainer (assistant principal) is vital to the functioning of the special school. The personnel occupying that position were outstanding in fulfilling the role as outlined in the design. It is strongly recommended that this position be maintained. In order to further develop the effectiveness of this position, arrangements should be made within each school so that more time be made available for teacher training, curriculum development, liaison with pupil personnel services and community relations. Consideration might be given to extending this position to treatment centers and hospital schools.

Facilities: Facilities which are makeshift and/or drab and/or lacking safety measures needed for disoriented children should be upgraded.

Communication Among Schools: Communication among participant schools should be improved. This might be accomplished through seminars, workshops and planned intervisitation.

Staffing: Provision should be made for more supportive services. An increase in guidance counselors, social workers and school psychologists are needed at several of the facilities. It is recommended that three new roles be developed:

Learning Disabilities Specialist: This person would diagnose and remediate the learning disabilities of a target population of severely retarded learners. With closer screening of learning problems, precision teaching to build up deficit cognitive areas and the teaching of basic skills, effective learning will take place.

Supervisor of Reading and Laboratory Technician: This person would diagnose and remediate disabled readers, supervise the reading laboratory program and supervise the reading programs within the classroom. This person would also serve as a general reading resource person within the school.

Child Advocate Guidance Counselor: This person would work with students who are chronically absent from school. These counselors would study and service students, their families, their health and learning problems, and their problems within the community so that needed resources might be made available to them.

Curriculum: Each unit or school should have clearly stated and defined objectives, based on a sound philosophy of education and understood and accepted by the staff.

The work-study program should be considered for extension to additional centers serving a non-residential secondary school population.

Instructional Materials: Funds should be allocated to upgrade instructional materials used in the classrooms, so that materials which provide for concrete experience and manipulation basic to the learning process may be provided.

Community Resources: Wherever possible, greater use should be made of community resources within the school program in order to integrate the school population into the community in which the school is located.

Field Trips for Students: The field trips were evaluated as positive aspects of the program and should be retained.

Chapter I PROGRAM DESCRIPTION

Sites

The program entitled "72-73 Umbrella Program-Special Schools District 75; Improving Instruction and Services for Socially Maladjusted and Emotionally Disturbed Children," B/E 09-31694 (ESEA, Title I) was held from September 11, 1972 until June 29, 1973, at 25 educational facilities, located at 28 sites. The 28 sites were located in every borough of New York City and included facilities of various kinds: 21 Non-Residential Day Treatment Schools, 3 Residential Treatment Schools, 4 Residential Treatment Schools - located in Mental Hospitals. These facilities provided a total fluctuating participating population of 2,060 students with a program of educational, vocational and cultural experiences.

The twenty-eight facilities participating in the 72-73 program included:

I. Schools for the Severely Emotionally Disturbed

1. Treatment Centers - Day Programs

   a. Lifeline Center for Child Development (P.S. 77M)
      Location: Queens

   b. South Shore Special School (P.S. 162M)
      Location: Staten Island

   c. Manhattan School for Emotionally Disturbed Children (P.S. 226M)
      Location: Manhattan

   d. Blueberry, Incorporated (P.S. 224Q)
      Location: Brooklyn

   e. Harlem School for Child Study (P.S. 224Q)
      Location: Manhattan

2. Treatment Centers - Residential Programs

   a. Henry Ittleson Research Center (205M)
      Location: Bronx

   b. Edenwald School (P.S. 186M)
      Location: Bronx

   c. Bethlehem Lutheran Home (P.S. 162M)
      Location: Staten Island
      (This facility was destroyed by fire.)

II. Schools for the Socially and Emotionally Maladjusted

1. Day Programs

a. Livingston School (P.S. 8M)
Location: Manhattan

b. The Manhattan School (P.S. 58M)
Location: Manhattan

c. Cyrus W. Field School (P.S. 82M)
Location: Manhattan

d. Peter Cooper School (P.S. 148M)
Location: Manhattan

e. Lewis and Clark School (P.S. 12X)
Location: Bronx

f. John Paul Jones School (P.S. 185X)
Location: Bronx

g. Nathaniel Greene School (P.S. 36K)
Location: Brooklyn

h. Sterling School (P.S. 85K)
Location: Brooklyn

i. James Lawrence School (P.S. 369K)
Location: Brooklyn

j. Jim Thorpe School (P.S. 370K)
Location: Brooklyn

k. Lillian K. Rashkis School (P.S. 371K)
Location: Brooklyn

l. Orville Wright School (P.S. 4Q)
Location: Queens

m. Walter Reed School (P.S. 9Q)
Location: Queens

n. Lincoln School (P.S. 23Q)
Location: Queens

o. Robert F. Kennedy (P.S. 369M)
Location: Manhattan

p. Robert E. Peary School (P.S. 75Q)
Location: Queens

q. Francis Parkman School (P.S. 91M)
Location: Manhattan

2. Schools for the Socially and Emotionally Maladjusted Located in Mental Hospitals

a. Bellevue Psychiatric Hospital (P.S. 106M)
Location: Manhattan

b. Kings County Psychiatric Hospital (P.S. 368K)
Location: Brooklyn

c. City Hospital at Elmhurst (P.S. 224Q)
Location: Queens

d. Hillside Hospital (P.S. 205M)
Location: Queens

Staffing

The programs of these special schools, geared to meet the needs of special students, the majority of whom manifest behavioral problems, generally maintain a low pupil-teacher ratio. In addition to the staff regularly assigned to these schools, the program provided the following personnel:

24	Reading Specialists, (7 Title I, 17 City Tax Levy)
33	Educational assistants
4	Attendance teachers
19	Family Workers
12	Teacher Trainers (Assistant principals)
1	Assistant coordinator (Assistant principal)
2	Psychologists
2	Social workers
6	Guidance counselors
6	Secretaries

The design* described the activities of the participants as follows:

Reading specialists assisted by educational assistants:

They will provide the intensive individual and small group instruction in reading and related cognitive development for the children in the day schools, treatment centers and psychiatric hospitals. They will work the regular school day and week schedule, 6 hours each day 5 days each week Monday through Friday from September, 1972 to June 1973.

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* The material was excerpted from the original Title I proposal.

Attendance Teachers Assisted by Family Workers

They will provide intensive attendance service including counseling of child and/or parent; consultation and collaboration with school and community personnel, and referrals to appropriate agencies.

During the Clearance of Register, the Attendance Teacher will supervise an intensive crash program, which will involve Family Workers in an effort to return absentees to the Day Schools. Contact via the mails, telephone and home visits will be the methods of choice for a two weeks period in each Clearance of Register activity.

In addition, Family Workers will conduct an on-going contact program utilizing the same methods as above (mails and telephone) to keep in touch with absentees who are out of school and have not notified the schools.

The Family Workers, under the supervision of the Attendance Teacher, will conduct an in-school attendance awareness program in an effort to stimulate better school attendance.

Each Attendance Teacher will service fifty (50) school children on an intensive basis for the school year. Each child, or family, will be seen on a weekly basis (individually or group) for a three months period. At no time will the Attendance Teacher have more than twenty (20) pupils on the intensive caseload.

There will be an on-going dialogue between Attendance personnel and the school staff to insure that the absentees will be provided with the best possible services from a school teamwork effort.

The Attendance Coordinator from Central Bureau of Attendance funded through city tax levy funds will maintain regular supervision and evaluation of the program; will review work performance of the Attendance staff and be responsible for maintenance of proper personnel practices; will work with school administration for the effectiveness of the over-all program.

Teacher-trainers (Assistant Principals)

The Assistant Principals assigned for teacher-training and curriculum development will serve to strengthen and upgrade the instructional program of the Special Schools. The Assistant Principals seek out new techniques, new materials of instruction and new educational media. They plan with the teachers to adapt the techniques, methodology and educational media to the functioning levels of the children.

The activities which were described in the design were:

a. Visits to classrooms to observe teaching practice.
b. Holding individual and small group conferences with teachers to discuss desirable teaching techniques.
c. Aiding in planning for pupils to meet individual needs on all levels of maturity.
d. Setting up demonstration lessons.
e. Developing materials of instruction.
f. Setting up evaluation programs to measure the effectiveness of teaching.
g. Conducting after-school workshops in connection with teacher-training.
h. Developing and adapting curriculum to meet the needs of the pupils.

Related to curriculum development and implementation, the assistant principal was to:

a. Hold conferences with teachers to adopt the courses of study to the needs, interests, talents and abilities of pupils.
b. Seek out new methodology, new materials of instruction and new educational methodology.
c. Plan with the teachers to adapt the techniques, methodology and educational media to the functional level of the pupils.
d. Implement the courses of study to meet the needs of pupils severely retarded in skill areas as well as to provide enrichment for the more advanced pupils.
e. Work with parents and community agencies so that all available resources may be utilized.
f. Work with supportive services of the school to raise self-image of pupils, effect a better school adjustment and develop positive school attitudes.

Assistant Coordinator

The activities of the teacher trainers and the curriculum and audio-visual specialist will be supervised and coordinated by a 13th teacher trainer (assistant principal).

Psychologists and Social Workers

These clinicians working closely with the guidance and pedagogical staff will help diagnose learning disorders, suggest changes in materials and methodology and participate in the training of teachers and paraprofessionals.

Secretaries

Secretarial services will be provided as indicated to support the clerical and record keeping needs of the schools instructional program.

Guidance Counselors

These guidance counselors work closely with the guidance program currently functioning in all schools of the city.

Part-time Trip Coordinator

A part-time trip coordinator working 4 hours per week will arrange these trips for the teachers.

The educational level and experience of the staff are presented in Table 1. Information relative to the professional qualifications of the program personnel was gathered from Staff Information Sheets.

The distribution of staff among the facilities appears in Table 2.

TABLE 1

EDUCATIONAL EXPERIENCE OF STAFF

TEACHING STAFF *

	Highest Educational Level # B.A.	# M.A.	# M.A.+15	# M.A.+30	Experience Average # Yrs. in this position		Area of Specialization # Spec. Educ.	List Other Areas	
					Less than 1 yr. -	5		El.Ed.	11
					1 yr. -	21		Education	9
					2 yrs. -	20		Science	8
					3 yrs. -	12		History	7
					4 yrs. -	11		Lib.Arts	13
					5 yrs. -	10		Health Ed.	7
					6 yrs. -	9		Reading	15
					7 yrs. -	15		Guidance	6
					8 or more yrs. -	38		M.Soc.Work	3
								Music	1
Total	62	52	9	16			33	Shop	3

* Data were compiled from responses of teachers. All teachers did not respond to every question.

TABLE 2

UMBRELLA PROGRAM SPECIAL SCHOOLS DISTRICT 75 B/E #09-31691

IMPROVING INSTRUCTION AND SERVICES IN SCHOOLS FOR
SOCIALLY MALADJUSTED CHILDREN 1972-1973

UNGRADED HANDICAPPED

COMPONENT B/E 09-31694

TABLE OF ORGANIZATION

SCHOOL	REGISTER	PARTICIPANTS	Ungraded Gr. Range	Tr. Trainer A.P's	Secy	Tchr Read.	Tchr. Att.	Guid Coun.	Psych	Soc. Wkr.	Fam. Wkr.	Ed. Asst.
1	122	90	7-12	1	1			1			1	1
2	196	100	9-11	1							1	1
3	159	30	K-4									1
4	119	30	5-8								1	1
5	104	100	9-11	1		1	1		1	1	1	1
6	66	30	K-12								1	1
7	106	100	5-9	1	1	1	1		1	1	1	1
8	154	60	K-8									2
9	106	100	5-8	1	1	1	1	1			1	1
10	165	60	1-11									2
11	79	60	K-6									2
12	215	180	5-8	1	1	1	1	1			1	1
13	143	70	5-8	1							1	1
14	141	60	K-12									2
15	144	120	5-9		1						1	1
16	228	110	9-11	1				1			1	1
17	117	60	K-12								1	2
18	162	120	5-9	1	1	1		1			1	3
19	134	90	5-8	1							1	1
20	166	100	5-8					1			1	1
21	158	140	5-9	1		1					1	1
22	145	130	5-8	1		1					1	1
23	92	30	5-8								1	1
24	90	30	5-9	1							1	1
25	130	60	1-12									2
TOTAL	3,441	2,060	----	13	6	7	4	6	2	2	19	33

Materials

Seven reading resource center laboratories were established to provide opportunities to test commercial and teacher made materials and teaching techniques which might be effective in identifying and remediating the learning disabilities of the children.

The teacher trainers (assistant principals) were to develop materials of instruction, seek out new methodology, new materials of instruction and new educational media. They were to plan with the teachers to adopt the techniques, methodology and educational media to the functional level of the pupils, and to implement the courses of study to meet the needs of pupils severely retarded in skill areas as well as to provide enrichment for the more advanced pupils.

Student Population

The students found in the Special Day Schools are in the great majority of the acting-out type whose primary behavior disorder manifests itself in repeated disruptive and aggressive behavior, extensive in scope and serious in nature. These students have not responded to the intensive efforts of their neighborhood school to help them. Deprivations, disadvantaged family living levels with their environmental handicaps, disorganized family life, among other factors, have been basic contributors to the emotional instability and poorly motivated goals of this group. The aggressive behavior patterns not only blocked their own learning, but, also, interfered with the education of other children, thus necessitating their withdrawal from the normal school.* 85% of these children are retarded two or more years in reading. The program was planned for approximately 2,060 students.

Curriculum

The major goal of the program was an emphasis on improving the reading skills and related cognition development. Intensive service to improve reading retardation through small group and individualized instruction was planned.

Children in need of these services were to be regularly scheduled by the principals and teachers for periods of intensive remediation and tutoring with the assistance of paraprofessionals and reading specialists. Each child was to receive a minimum of 40 hours of intensive assistance.

---

* Board of Education of City of N.Y. Special Schools, Brooklyn, N.Y.: 1973 (mimeographed).

The seven reading resource center laboratories were established to implement the major goal of the program which was the improvement of reading skills and related cognitive development.

Classroom supplies were to be provided such as paper, testing materials, workbooks and other instructional materials and equipment such as EDL materials including audex and controlled reading machines and supportive devices.

A trip program designed to broaden experiences relative to the reading program was to be developed.*

District 75 Curriculum Center **

The program consisted of two major efforts. The first was the accumulation and evaluation of commercial and teacher made materials. The second was to develop, on the part of teachers and administrators, a greater sense of the possibility of increased coordination of district efforts. This was done through the organization of workshops and discussion groups for professionals and paraprofessionals. (List of workshop topics and materials in appendix A).

---

* Program described by Mr. Jack Krellenstein, Coordinator of Trips.

** Program described by Mr. Donald Forman, Coordinator of the Curriculum Center.

CHAPTER II RELATED STUDIES

Joiner examined the effectiveness of the 1970-71 program. Seventeen day schools were involved in the program for that year. The program objectives were indicated as follows:

1. Raise the achievement levels in reading and mathematics by an intensive program in remediation.
2. Provide educational enrichment to disadvantaged and culturally impoverished pupils.
3. Provide an intensive guidance program by the utilization of guidance counselors who will work with pupils and parents to effect better school relationship and personal adjustment.
4. To improve student's motivation toward school work.
5. Institute a teacher-training program for teachers in special education by assignment of Assistant Principals to develop and train teachers as well as to adapt and implement the curriculum.

The conclusions of the evaluation were:

1. Title I funded services are generally a necessary part of the current program, and professionals working in these schools saw these funds, not as supplementary, but as necessary.

2. The impact on academic achievement is not as great as was anticipated, for 33% of the student population achieved a gain of a year or more in reading, rather than the projected 60% who would gain a year or more in reading.

3. The field trip aspect of the program appeared limited.

4. Although group guidance, a program component, was limited, the index of guidance impact---return rate to regular schools, was positive.

5. Students indicated positive attitudes toward the schools.

6. There was a functional teacher-training component in the schools, and a number of curriculum innovations had taken place.

7. The library program appeared to be an extremely important feature, because the student population responded well to the audio-visual materials and self-study materials which were part of the library program.

8. City facilities such as parks, pools, and recreation centers were not used extensively by Health Education instructors.

9. On-site observations disclosed functional remedial programs in reading, but little emphasis on arithmetic, although students indicated academic retardation in both.

10. Student attendance rates showed some improvement (about 5 school days) but truancy rate remains high.

11. Parent interviews provided a favorable view of the program.

It was recommended that:

1. The program should be recycled because Title I funds are basic to the program, and deletion would seriously undermine it.

2. The effect of the program is felt primarily in the areas of student attitude, parent perceptions and return to regular class. These objectives are perceived by the professionals as being of highest priority.

3. The enhancement of academic performance showed no evidence of attaining the objectives. It was recommended that a careful examination of the methods of remediation be made and communication among the participant schools be improved.

4. The dissatisfaction among personnel assigned as assistant-to-principal roles who were being paid teachers salaries should be investigated.

5. A small supplementary fund which could be drawn on by teachers as instructional needs arise might be considered.

North and Madison evaluated the 1971-72 program. They sought to assess the following program goals.

1. To improve the reading and mathematics skills of the children of whom 60% were to achieve a gain of one year or more in both subjects during the 1971-72 school year.

2. To increase the interest in cultural activities of at least 75% of the children.

3. To enable at least 150 pupils to return to regular city schools during the school year and 400 more to do so at the end of the year.

4. To increase the motivation toward school of at least 75% of the participating children.

5. To enhance the teaching skills of the instructors in the special schools and to adapt and implement the curriculum to the needs of the pupils in these schools.

The findings were reported as follows:

1. The criterion of success for academic achievement of one year's gain in reading by 60% of the students was not realized. Thirty-three percent of the participating students gained one year or more in reading, while 27% gained a year or more in mathematics.

2. The children's increased interest in cultural activities was realized to a great extent, for more than 75% probably had developed increased interest in one or more types of cultural activities.

3. The clinical-guidance team services realized the criteria for success: return to regular schools and students who went on to academic and vocational high schools.

4. Pupil motivation, evaluated on the basis of responses of teachers and pupils to questionnaires was only partially met.

5. Most of the teacher-training aspects of the program was informal, and the evaluators did not attempt to assess its specific effects on the teachers' performance or the curriculum materials and adaptations.

The evaluators strongly recommended that the program be recycled and submitted the following additional recommendations;

1. A weekend workshop be held for principals to enable them to discuss problems in operating a special school.

2. The one year criterion used for judging satisfactory progress in reading and mathematics be lowered because it was unattainable for the majority of participating youth.

3. More explanation of the clinical-guidance services should be included in the teacher-training program.

4. Conferences should be held by the clinical-guidance team with the teachers at the beginning of the year in order to discuss the students' problems and ways of dealing with them.

5. Funds should be provided for model programs.

6. Principals should be asked to make sure that the Metropolitan Reading and Mathematics Tests are administered to participating pupils in the fall and spring.

7. Increased parental involvement should be sought through workshops and conferences.

8. Additional paraprofessionals should be provided.

9. Clinical personnel funded by the program should be assigned to the same schools in the following year.

10. Training sessions for paraprofessionals should be held.

11. The program for multi-handicapped children at the School for the Deaf should be expanded.

12. A psychologist should be added to the staff of the School for the Deaf.

13. The field trip schedule should be continued.

In summary: The review of the related studies indicates that Title I funded services are necessary to the operation of the special schools, and all evaluators recommended the recycling of the programs they observed.

The impact on academic achievement of one year's growth in reading was not realized by the pupils in the programs in 1970-71 or 1971-72. Although student attendance rates in 1970-71 showed some improvement, truancy rate was still high.

The evaluation of the clinical-guidance team aspect of the program (criteria for success-return to regular school) was realized.

Functional teacher-training components were observed in the schools, and a number of curriculum innovations had taken place, although the specific effects on teacher performances were found to be difficult to assess by the evaluators.

Student attitudes were found to be positive, and the children evidenced increased interest in cultural activities. Parent interviews evidenced favorable views of the program.

Chapter III PROGRAM OBJECTIVES AND EVALUATIONS

Procedures

The program for 1972-1973 implemented the recommendations of the evaluators of the 1971-1972 program.

Program Objectives

1. To raise the achievement levels in reading of children to be tested by standardized tests so that at the conclusion of the program 60% or more of the participants will show a statistically significant improvement in reading as measured on a pre and post test basis using standardized tests selected by the individual school.

2. To develop cognition on the part of seriously mentally ill children in treatment centers and psychiatric hospitals so that 10% or more of the children with severe learning disorders, unable to perform simple tasks, follow oral directions and/or relate events in sequence of order will be able to perform these tasks as measured by a performance rating scale to be devised jointly by the teachers and the evaluating agency.

3. To provide intensive guidance, psychological, and social work service to day school children and their parents so that learning disabilities can be identified and prescriptive techniques can be employed at home and at school to overcome these disabilities. It is anticipated that 75% of the parents and teachers of the children provided this service will rate this service as successful in improving pupil achievement and participation on a questionnaire to be devised jointly by the clinical staff and the evaluating agency.

4. The objective of this program is to motivate absentee pupils to return to school and maintain regular attendance so that at the conclusion of program there will be a minimum of 5% improvement in the overall day school percentage of attendance as compared with the percentage of attendance during the school year 1971-72.

5. Institute a training program for teachers and educational assistants by the assignment of teacher trainers to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. The teacher trainers (assistant principals) will visit classrooms to observe teaching practices, give demonstration lessons, encourage teachers to make each lesson a reading oriented lesson.

Evaluation Procedures

Objective 1 Method

A school selected standardized test (such as the Metropolitan Achievement and others) was to have been administered during the first two weeks and a parallel form of the test was to have been given to the same children during the last two weeks for pre-post test comparison.

Statistical Procedures:

The pretest-posttest comparison was to be made using anticipated gain scores. (Formula appears in Appendix E). Means, standard deviations and t tests were calculated on the data.

Objective 2 Method

The instrument (non-standardized but approved by the staff involved) constructed by the evaluation team was administered. (See Appendix B.)

Statistical Procedures:

Means were computed for sub-tests for two age groups on Level I. On Level II comparisons were made of means in various types of facilities, day treatment centers and a day school.

Objective 3 Method

The teachers' records were expected to indicate the amount of achievement for this objective so that by inspection at the end of this program a tally or frequency distribution might indicate the amount of achievement of this objective for all students serviced.

Statistical Procedures:

The program objective as designated in the design could not be evaluated as described. The Title I funded guidance counselors, psychologist, and social workers were never assigned to the same site. In fact, the Title I psychologist and social workers were both assigned half time to two schools while the Title I funded guidance counselors were spread among other schools. Records were not always accurately kept and services of the guidance, psychological and social work staff were sometimes to individuals and sometimes to groups of students which were not recorded on record cards. Data for frequency of service from the personnel were gathered on student vital statistics data sheets. However, evaluators on-site observations, interviews with school personnel and parent data revealed more service was rendered than appeared on the student's record card.

This objective was therefore evaluated on the basis of data collected from the student and parent questionnaires which explored the students' and parents' perceptions of guidance, psychological and social work services. A frequency tally and percentages were computed.

Objective 4 Method

The teacher's attendance record should indicate (at least a 5% improvement) in the trend of absentee pupils who return to school with a degree of regularity.

Statistical Procedures:

Attendance data were gathered for 1971-1972 and 1972-1973 for all the day schools in the study. The first comparison was a chi-square analysis for 1971-1972 and 1972-1973. The second comparison was a chi-square analysis for 1971-1972 and 1972-1973 for only those excessively absent pupils who had received intensive attendance services. (See Appendix G for explanation of the application of chi-square to this study.)

Objective 5 Method

The professional staff with assistance from the research evaluators designed a comprehensive questionnaire for teacher trainers (assistant principals). Also on-site observations were made in classrooms, reading labs, shops and libraries in the schools. Interviews were held with reading specialists, educational assistants, attendance teachers, family workers, teacher trainers, guidance counselors, the psychologist, social workers and principals.

Statistical Procedures:

The frequency of responses to the questions on the teacher trainer questionnaire were tallied by the evaluators. These were computed for each school and for the entire program.

Evaluation Methods

Judgments regarding the accomplishment of these objectives were obtained by standardized tests, the Tests of Cognition Level I and Level II, rating scales, interviews and on-site observations conducted by the evaluators. In addition, questionnaires were completed by representatives of the following groups: program administrators, program staff members, students and parents.

Instrumentation

Ten instruments were designed by the evaluation team to assist in gathering and recording of pertinent data. Two instruments, the Test of Cognition Level I and Level II were devised by the evaluators based on the needs of program staff members and approved by them, following the requirements of the evaluation design. The following lists all the instruments used in evaluation.

1. Student Vital Statistics and Student Performance Data Form.
2. Social and Emotional Growth Scale.
3. Staff Information Sheet.
4. Administrator's Form.
5. Program Assessment Form.
6. Attitudinal Scale - "My School" Questionnaire.
7. Observation Report.
8. Teacher Trainer's Questionnaire.
9. Parent's Questionnaire.
10. Questionnaire - Guidance, Psychologist and Social Worker.

Record Forms

All teachers recorded this information about their students:

1. Name
2. School
3. Chronological Age
4. Attendance during program
5. Psychological and guidance services received.

Questionnaires

Questionnaires that were completed by the teachers and principals in the program included the Staff Information Sheet which provided information about:

1. Educational background
2. Experience in special education
3. Employment in the program for the school year.
4. Educational goals
5. Implementation of program
6. Curriculum and innovation
7. Recommendations for improvement of the program.

All principals and assistant principals completed the Administrator's Form to give data on:

1. Program organization
2. Goals and implementation of the program
3. Program effectiveness
4. Recommendation for improvement of the program
5. Recruiting and hiring
6. Duties and responsibilities.

"My School" Questionnaire was administered to a sample of students from each center. This questionnaire provided information concerning student attitudes toward:

1. Staff and facilities
2. School and learning
3. Curriculum
4. Classmates
5. Parental interest in school.

Rating Scales

The Student Vital Statistics and Student Performance Data Form provided pre- and post-program comparisons in the areas of reading and attendance. In addition, teachers rated each student as improved, sustained, regressed, or undetermined in both reading and attendance and indicated the psychological and guidance service the pupil had received.

Social and Emotional Growth Scale provided pre- and post-program comparison in social and emotional development. Teachers rated each student on a 5 point scale with regard to:

1. Self-image
2. Self-control
3. Frustration tolerance
4. Independence
5. Socialization with peers
6. Relationships with school personnel.

Interviews

All principals and teacher trainers were interviewed at their centers by the evaluation team. The Program Assessment Form was employed by the evaluators upon visiting each of the 28 sites. Upon visitation a structured interview was used to obtain information regarding:

1. Physical setting
2. Program description
3. Educational materials, equipment and materials
4. Curriculum experiences
5. Clinical services
6. Parental involvement in the program.

On-site Observations

Each center was visited by the evaluation team. Classes were observed at each center. The Observation Report was employed to record information about:

1. Climate of the classroom
2. Description of lesson
3. Student participation
4. Curriculum
5. Educational Materials.

Parent Questionnaire

This instrument was presented in English and Spanish for Spanish speaking parents. This instrument was sent out to parents directly from the schools. These questionnaires were employed to ascertain parents' attitudes towards:

1. School program
2. Specialized educational treatment of children
3. Clinical treatment of children
4. Parental involvement in the program.

Assistant Principal Questionnaire

All assistant principals in the program were interviewed by the evaluation team. The assistant principals' questionnaire was utilized at the end of the program. A structured interview was used to ascertain whether the following activities were engaged in:

1. Visits to classroom to observe teaching practice
2. Holding individual and small group conferences
3. Aiding in planning for pupils to meet individual needs
4. Setting up demonstration lessons
5. Developing materials of instruction
6. Setting up an evaluation program
7. Developing and adapting curricula
8. Conducting after-school workshops in connection with teacher-training.
9. Work with parents and community agencies
10. Work with supportive services to effect a better school adjustment

Questionnaire for Guidance Counselors, Psychologist and Social Workers

Guidance Counselors, the psychologist and social workers in this Title I program were interviewed by the evaluation team. This questionnaire was utilized at the end of the program.

A structured interview was used to ascertain whether the following activities were engaged in:

1. Counselling with students and parents on a regular basis using different techniques.

2. Counselling and testing students' intellectual and vocational abilities.

3. Liaison activities with courts, Dept. of Welfare, social agencies and Bureau of Child Guidance team.
4. Liaison activities with administrators and teachers.
5. Involvement in a psychoeducational diagnosis and remediation program for children with learning disabilities.

(See Appendix C.)

Chapter IV Results

Descriptive

The school facilities included in the program were found in several settings; day treatment centers, residential treatment centers and day schools. The problems, treatment approaches and philosophical orientation are different in the various settings. (See Appendix D for descriptions of sites).

The description which follows is derived from the notes of the evaluating team compiled during on-site visits, observations in classrooms, shops, reading resource laboratories, the curriculum center workshop, and interviews with school personnel.

Physical Plants

The day treatment centers were housed in buildings which had been converted to school use. One site had been condemned and then opened for use as a day treatment center. Recreation areas such as gymnasiums and auditoriums were generally lacking in these facilities.

In the residential treatment centers, all but one had areas which were set up as the school area, recreational facilities were good to excellent, and auditoriums were generally part of the center. Workshops (woodworking, ceramics and others) were available and generally well-equipped.

The day schools differed widely. Some were housed in old buildings with inadequate recreational, auditorium and cafeteria space, while others were located in modern, fully-equupped new buildings. The workshops in the day schools were good to excellent in all the facilities. Some of the day school shop teachers indicated that more supplies for their shops were needed so that they might make greater use of the equipment in the shops.

Most of the classrooms in all the facilities were clean and attractively decorated, often with the work of the children.

The Staff

The evaluation team was impressed by the dedication and professionalism of the staff of administrators, teachers, paraprofessionals and specialists in the special schools. During the observations and interviews in the schools, program needs and weaknesses were discussed along with positive features of the program. The staff was eager to learn about procedures in other schools serving this population.

The evaluators saw some excellent examples of teaching in both the classrooms and the reading resource centers where the lessons were innovative, well-planned and geared to the instructional level of the students. In many settings, teachers had a completely individualized program.

In some classrooms, teachers and students were engaged in a traditional group instructional situation where learning appeared to be going on. There were some instances, however, where the classwork assigned seemed designed to occupy the time of the students, rather than directed toward meeting an educational objective.

Staff provided by Title I funds were evaluated in terms of their function as outlined in the design. The evaluation was performed by on-site observation and interviews.

Reading Specialists Assisted by Educational Assistants

Reading Specialists

The reading teachers were all placed in the day schools. Where there was a reading resource center, they set up the program (along with the teacher trainer), selected students in need of remediation, diagnosed, taught and evaluated the program's effectiveness. In all but two instances, the person filling the position was highly evaluated by the superior in the school. Observations of classes held by the reading teachers substantiated the evaluations of the school administrators, and other teachers whose children were serviced by the reading specialists.

With the exception of the two people who were not evaluated by their superiors to be performing optimally (observation indicated that they were running a program), the reading specialists observed rendered a service that fulfilled the specifications of the design, and beyond the design, to the school through contact with teachers of the children with whom they were working.

Educational Assistants

The position of educational assistant was filled by persons of varying educational and social backgrounds. Each school selected persons who met the needs of their program, and the tasks performed by the educational assistants who were observed varied from site to site.

In some facilities these positions were filled by beginning teachers who had been unable to obtain teaching positions. They assisted with individual instruction, prepared special instructional materials under direction, assisted in physical training with the students,and sometimes served as the "crisis" person. These people were highly evaluated by both the teachers and the administrators. The educational assistants with this background found the experience of working in the position rewarding, and looked forward to becoming teachers in this type of educational situation.

Some people filling this position were members of the community in which the school was located. They related well to the students (according to teachers and supervisors) and were seen working with students individually, translating for parents who visited the school, and generally serving as liaison between the school and the community.

Some educational assistants were graduates of the schools in which they were assigned. Three such young men told the evaluators with pride that they had been graduated from the school. One of these assistants was seen in the reading resource center working with students, another was on duty in the halls during the evaluator's visit. The school staff was enthusiastic about the performance and need for these persons in the school.

There were educational assistants who had special talents which they used in the school. One assisted children in art, and another was seen in a dramatic presentation with the children of the school.

By observation, interview with persons filling the position, and interviews with other staff members, it is the evaluators' opinion that persons filling the position fulfilled the specifications of the design.

Attendance Teachers Assisted by Family Workers

The attendance teachers and the family workers were encountered by the evaluators as on-site visits were made. Administrators were questioned concerning the effectiveness of the attendance teacher, and the coordinator at the Central Bureau of Attendance was interviewed.

The attendance teachers and the family workers were placed in the 17 day schools only. Of these, 12 schools were selected for intensive service by the four attendance teachers and the family workers. Table 3 indicates the types of services provided.

All seventeen day schools were provided with clearance of register activities in September (children who had not appeared in school), January (children absent at least 40 days from September) and May (children absent 70 days from September through April).

The family workers conducted an on-going contact program through the mails and on the telephone. Form letters used by the school were collected by the evaluators, and administrators were questioned about other contacts, such as telephone calls. In more than one school, calls were made in the evenings because many of the parents were employed and could not be reached during the day. A few family workers stopped at the homes of children who were chronically absent, on the workers' way to work in the morning, and they awakened the children to remind them to come to school.

There appeared to be continual contact between the attendance teacher and family worker with school personnel concerning the attendance of the students.

The Attendance Coordinator from the Central Bureau of Attendance conducted two in-service sessions for the attendance teachers and the family workers. In addition, she reported that she was in contact with the people filling the position to maintain the effectiveness of the position.

Of the 19 family workers provided under Title I funds, all except three were rated as highly effective in fulfilling the position as specified in the design. Two people did not report for work after three months, and one of these positions was not filled. One person was rated poorly by the school administration.

TABLE 3 REFERRALS AND CONTACTS BY ATTENDANCE TEACHERS *

(To Agencies - Organizations - School Personnel)

Types of Service	Number of Referrals	Number of Contacts
Educational Services Outside of the School Serviced	20	50
Family Services	10	40
Economic Services	23	50
Employment Services	50	120
Mental Health Services	45	52
Physical Health Services	25	29
Housing	0	15
Recreation	35	40
Moral and Spiritual	10	15
Correctional & Protective	15	25
Court initiated petitions	10	20

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* Records of Central Bureau of Attendance, per M. Johnson.

The Teacher-Trainers (Assistant Principals)

All the teacher-trainers were observed in their schools, were interviewed and responded to questionnaires. On all of the sites, the position of teacher-trainer (assistant principal) appeared vital to the functioning of the school.

Officially and unofficially (some on a daily basis) the teacher-trainers visited classrooms to observe teaching practices. They arranged and scheduled grade and school conferences. In some schools, where remedial instruction was not available, the teacher-trainers arranged teaching schedules so that a grade teacher could be available to work with students on the grade in need of remediation.

The teacher-trainers were often the first representatives of the school whom the parents met during the intake procedure, and in many instances contact between parents and schools involved the teacher-trainer along with other guidance personnel.

He served as a resource person for the teachers in meeting the educational needs of the pupils. Teacher-trainers regularly reprinted articles of pertinent educational issues for distribution to the staff. The teacher-trainer generally made available textbook materials for teacher consideration, and was the person teachers came to with suggestions for materials needed in their classes, requests for books or pedagogical problems they were encountering. In some instances, he also served as the "crisis" person.

During some of the on-site visits, the evaluators were able to observe interaction between the teacher-trainer and the teachers. On these occasions, there appeared to be a highly positive relationship between the staff, and as one teacher-trainer put it, "We are a team," seemed to be the feeling that prevailed generally. The principals felt that the school could not be operated effectively without this position.

The teacher-trainers in this study fulfilled the description of the position in the design, except for one aspect. The design calls for conducting after-school workshops in connection with teacher-training. The contract of New York City teachers prohibits obligatory after-school conferences. The after-school conferences which may be held are therefore voluntary. One teacher trainer reported that the one she held was well-attended.

In the evaluators' judgment, this is a critical position in any school, especially a special school. The persons who filled this position were dedicated, hard-working and highly professional individuals.

Assistant Coordinator

The assistant coordinator conducted workshops for the teacher-trainers, reading specialists, and paraprofessionals. In addition, he gathered materials for examination and consideration.

He arranged a conference for the evaluation team during which the Test of Cognition, Levels I and II were demonstrated to administrators, teachers and specialists. His cooperation, interest and efforts in making this aspect of the program effective were appreciated by the evaluators. The outline of topics of the workshop are included in Appendix A.

This position was evaluated on the basis of opinions expressed by the workshop participants. It was generally felt that the workshop was a good beginning, and suggestions were offered by the participants for next year's program. The evaluation of the Curriculum Center on p. 38 details the opinions of the participants.

Psychologist

The program provided for one psychologist who worked two days per week in two schools. The psychologist was interviewed, and teachers and the principals of the schools he serviced evaluated the services.

In an interview, the psychologist described his position as one of responsibility for all the students, either directly or indirectly through the personnel of the school. His objective was to develop an understanding among the school personnel of the behavior of the child, and to guide the school personnel to methods of dealing with this behavior. When a problem was encountered with a child, the procedure generally followed was to evaluate behavior, reconstruct the situation and then notify the appropriate person in the school for contact with the parents.

In both schools supportive group workshops were established. In one school it was held for a group of 7 teachers who met on a voluntary basis. The goal of the workshop was to meet individual emotional and professional demands so the teacher could deal more professionally with the problem children of the school. The workshop was task-oriented, in that it sought to meet the needs of the students and the educational goals of the school. The workshop will be expanded next year to include more teachers. The teachers (during a private interview in the teachers room) reported favorably on their experiences in the workshop. The principal felt that it was effective because he noted that participant teachers were seldom absent on the days the workshops met.

The psychologist serves as a consultant in many situations in the school. During the intake procedure of a new pupil, he may be called in to observe the parent and the child, and to offer his opinion. When the child is admitted, he may be part of the team with teachers to discuss the placement of the student.

In relation to the curriculum and methodology, he is consulted by the principal regarding the psychological principles involved in learning, and changes in programming were discussed with him.

He described his role in the diagnosis of learning disabilities as follows: He would explore the student's records, and then talk to the student to evaluate his learning style. The prescription for remediation might involve the teacher, an administrator or the social worker. The reading teacher is responsible for diagnostic tests specific to reading disability.

At this school, next year, clinical case presentations of every child have been requested by the staff, and are planned.

The second school serviced by the psychologist also had a group workshop session, but for paraprofessionals. It was difficult to evaluate the effectiveness in this school, for the paraprofessionals were not available for interview, and the principal felt that this was a new program.

According to the design, the psychologist was to participate in the training of teachers and paraprofessionals. This was fulfilled. He also worked closely with the guidance and pedagogical staff, and did suggest changes in methodology. The evaluators wonder how much time could be devoted to, and how systematic the diagnosis of learning disabilities could have been, for the psychologist was in each school for only two days. Even a dedicated, hard-working professional, such as this person, would find it difficult to add the task of a learning disabilities specialist to his job obligation.

The Social Workers

The social worker position involved two days weekly for each of two schools. Two different social workers were assigned to each of the schools. During the interview they described their roles in the school in terms of providing guidance and referrals to agencies for students and their families. One of the social workers acted as consultant on a team during the intake processing of a new student.

They assisted teachers by taking teacher referrals of the observed needs of the students, and obtaining the needed assistance. They did not suggest changes in materials and methodology or participate in teacher or paraprofessional training, except where social agencies were involved, and information was requested.

In relation to learning disabilities, they made referrals to agencies for aid to the students, but did not themselves diagnose the learning disorder. They did not see themselves in the role of a learning disability specialist.

Secretaries

The evaluators accepted the evaluation of the principals who felt that this personnel was performing an important function in the program.

Guidance Counselors

The role of the guidance counselor is defined in terms of the usual functions which such people perform in the school. The guidance counselors who were funded were observed to be hard-working, dedicated professionals. They worked with students, school staff, parents and community agencies. All those in the program were dedicated to effecting a better adjustment for the troubled children found in the special day schools where they were assigned.

When asked how many children they saw daily, they found the question difficult to answer because they saw almost every child daily. A general opinion that was voiced was that they try to prevent difficulties by anticipating them.

In addition to the usual role played by the guidance counselors, these people tried to make the transition from the school to another situation as trouble-free as possible. Trips to regular schools the students might be transferred to were made during the school year. However, the door was "always open" for the student. During one of the evaluator's visits to the schools, an alumni returned to visit after ten years to report about his new job and the way things were going for him.

A need which was expressed by the guidance counselors was the need to follow up graduates of the school, so that the effectiveness of the program can be better evaluated.

Part-time Trip Coordinator

The schools visited by the evaluators were often excited by the trips the children had been taken on. The trips were generally not just visits, but involved contact between the students and specialists who described their work and their discipline.

Of particular interest was a program arranged at the New York Aquarium. School personnel indicated greater interest on the part of the students in reading books related to what they had seen.

A weekend trip to Washington, D.C. for high school boys in the program was evaluated by the administrators and teachers of the school as the most exciting experience most of the boys (who seldom left their own neighborhoods except to come to school) had ever had.

The Curriculum

While the Special Schools Program is designed to provide a planned educational program along with supportive services for emotionally disturbed and socially maladjusted children, a child's assignment to a particular type of facility is based upon his demonstrated behavioral pattern which may range from reactive to psychotic. The educational philosophy, objectives and programs are designed to meet the needs of the children within a particular facility, and so there are differences among the facilities in the priority of objectives and in program emphasis.

Educational Philosophy

Although all the special schools are vitally concerned with the social and emotional adjustment of the children, in the day treatment centers and in the residential treatment centers (we include hospital schools), the psychiatric and clinical aspects of the program have priority over the educational aspect, while in the day schools staff members generally expressed the opinion that remedial education could be therapeutic.

In the day treatment and residential treatment centers, there is a close relationship between the clinical and treatment staffs. The teacher participates in the case study conferences and the techniques and approaches used in the classrooms parallel the treatment centers' rehabilitative program.

In the day schools, the teachers' awareness of the child's background of problems varied from school to school. In some settings, the teacher's review of the school records might be the only basis for her understanding, while in other schools, the psychologist and/or the guidance person aided in the interpretation of the behavioral difficulties for the teacher.

In the day school, the aim is to return children to the regular school as soon as practicable, and educational programs and guidance activities are planned to meet this objective.

Educational Programs

In the day treatment and in the residential treatment centers, the programs which were observed were generally all individualized with some small group instruction. The small group instruction was most frequently observed in the shops. The educational program, which was supportive of the clinical program, incorporated remedial procedures in the prescription for the individual students.

Instructional materials were generally traditional school materials, except in some cases where Title I funds had made it possible for the school to purchase new materials which were manipulative and experiential. The teachers where the new materials were supplied expressed their gratitude for the Title I funds, for they felt that the effect on their program had been a good one.

One of the residential programs had a work-study program incorporated into the educational program for their youngsters. Workshops were set up which paralleled actual work situations, so that the students would encounter minimal difficulty when placed in the real situation. One shop had a time clock installed, and students punched in and out, as they would at work. Additional support was given the youngster when he actually went out to work by a guidance counselor who accompanied him during the first day. The principal and the staff expressed their pleasure in the achievements of the students in social and emotional adjustment, educational growth and vocational orientation. They reported that a follow-up study indicated highly positive life adjustment for the students.

In the day schools, the educational programs varied from school to school, depending upon the school administration, the staff, the materials available and supportive staff members. Most schools attempted some individualization of instruction, but the general pattern was small group instruction with the use of instructional materials found in the regular schools.

Where no special remedial staff was assigned to the school, the schools attempted to meet this need by grouping children within the grade in a flexible program so that one of the teachers would have time to work with the students on the grade who demonstrated the greatest need.

When special remedial staff was available, students were scheduled to go to the remedial teacher's room at an assigned time for instruction in addition to the classroom. In all of these situations, the evaluators examined records which were kept for each student by the special teacher. The records indicated the diagnosis and ongoing treatment. In almost all of the situations, the needs of the students working with the special reading teacher and their progress was shared with the classroom teacher.

In addition to the academic program, the special secondary schools offered the students a range of vocational subjects, such as tailoring, automotive repair, woodworking, printing, metal working and ceramics.

At a secondary school for girls, beauty culture and homemaking were also available. At this school, the girls studied merchandising in a boutique which the school had set up, and which sold items to the public. This school also had a work-study program. They reported that students and staff were pleased with the outcomes of the work-study program.

Innovation in Educational Programming

Lillian Rashkis School - Rashkis Plan

The Rashkis Plan is based upon the best aspects of open education and contract education. Basic to this program is the development of original "packets" (teacher-made units of work) written on the child's level of ability and designed to meet the individual's needs. Besides the Rashkis Plan is based also upon "free choice" of daily pupil-planning supplemented by one period of remedial reading.

The Rashkis Plan has as its basis "help centers" in social studies, language arts, science, mathematics, library, multi-media, music, art industrial arts and health education. While each pupil is permitted to choose his own program during the first period of each school day, he is guided in his choice by his official teacher in the "planning period" and also in the "planning room" where the actual choices are made.

The entire school is divided into "help centers" which are oriented to the various curriculum areas. Pupils are guided in their choices in order to provide a balanced "academic diet" to meet individual needs. Individual progress is recorded and checked in individual "Pupil Packet Progress" booklets.

The Parkman School adopted the Rashkis Plan in the shop program at their school during the past year, and found it to be highly successful. They reported that discipline had improved and that the students appeared to be enjoying the program to a much greater extent. They plan to incorporate this programming technique into the academic program in the following year.

One of the secondary schools works on an ungraded contract system. The school's program is based upon the philosophy that decision-making is critical to an individual's growth. Students are assigned to a lower school or an upper school. They plan their programs for the day with their home room teacher in the morning and students know that the contract must be fulfilled in order for the student to progress from grade to grade.

Under the contract system, teachers do not know what students will be coming to them at any time. The evaluators interviewed the teachers for their reaction to the program. Teachers reported that it took them time to become accustomed to the system, but that they favored it, for when the pupil did come, the pupil was ready to learn. Remedial techniques were incorporated into the program, because the entire program was individualized. The Livingston School found this ungraded contract system effective.

Most of the instructional materials observed in the day schools (with the exception of the reading resource laboratories) were the materials generally supplied to all schools. However, at one secondary school, the reading materials were an individual reading packet purchased from Scott Foresman which followed the student from class to class and could be picked up by the next teacher, so that instruction was individualized.

Walter Reed School - Innovative Curricula

There are five different innovative programs going on at the same time at the Walter Reed School.

1. A course in the Psychology of Personal Adjustment was given to two 8th grade classes that were scheduled to graduate and enter high school in the fall. It was hoped that the weekly sessions would help students gain insight into their behavior and would give them the needed support to change their methods with coping with their problems. First step in the program is an open dialogue to encourage discussion of experiences of stress situations as experienced by the students. Secondly, discussions of adequate and inadequate coping mechanisms previously relied upon by the students. At this point role-playing is encouraged. Thirdly, video-taping was used to enable each student to view his "real self" through his attempted solutions that he had previously used to solve his problems.

2. The Children Care for Children Program was an attempt to use the peer group model to help in the adjustment and learning in younger boys at the school. A common reading program was scheduled three times per week for a seventh grade class and a fifth grade class. (Both groups were retarded in reading, the seventh grade group was three years retarded and the fifth grade group was four years retarded in reading.) The older tutors were instructed how to help the younger boys under his tutelage.

3. A Living Science Program was programmed for a seventh grade class. This program centered around live animals, e.g. gerbils, hamsters, mice, rats, as well as tropical fish. The boys assumed the responsibility for the care and welfare of the pets in the program. They did their own research in school and neighborhood libraries in order to plan in advance for the needs of their pets. As a result of their research and class observations the pupils wrote their own "mini-handbook" on what pets need in order to grow and live. For some boys this was their first step in understanding and relating to another living being.

4. The teacher's role in the behavior modification program was to ascertain the tasks each student needs to do, is ready to do, and could attain. The student's accomplishments are acknowledged in a systematic fashion so that the student recognizes that his behavior controls certain consequences.

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5. Students see the necessity of working together cooperatively when they are working in their Film Production Program. This is a group enterprise, one student writes the script, a second student is the cameraman, still a third student edits the film and a fourth student directs the film as others create the art and drama for the film. In this way every aspect of the curriculum is used in a real life situation.

Sterling High School - Child Advocate Program called F.A.C.T.

Roles of student teachers called interns were set up by a Fordham University Teacher Corps Proposal. These roles were 1. Mediators, 2. Advocates, 3. Activists, 4. Community Organizers. The overall objectives were 1. to develop competencies in effective teaching; 2. to develop and adopt new techniques and approaches for working with emotionally disturbed and socially maladjusted students; 3. and most importantly, to develop competencies relating to intervention in the community on behalf of Sterling School students before agencies of the juvenile and criminal court system.

In implementing the role of advocate and mediator, interns acted as legal aides by:

1. Interceding in both family and criminal courts as a representative of the school administration providing the court with attendance records and character reports on the students involved.

2. Attempting to mediate, on behalf of the student, between the court, the Office of Probation, and the student's lawyer in order to get a fair judgment for the student.

3. Visiting students at home, speaking with parents, relatives and friends in an attempt to get a view of the student in the home and community environment.

Another part of this program dealt with the social, mental, physical and emotional well being of the students through promoting better health practices and the "whys" and "hows" of the health agencies in and around the Brooklyn area.

James Lawrence School Dance Program

An inspired project of the music program at this school is their dance program. Boys in this group have been introduced to varied audiences. They have also performed in professional theatres.

The Reading Resource Centers

Seven reading resource centers were established. All of the sites reported difficulty in setting up the program, and were unable to begin in September, 1972 because they had not obtained the equipment on time. The one school which had obtained the equipment, was burglarized in December, 1972, and lost two months until the program was begun again in February.

Rooms were set aside for the reading resource centers and were equipped with some carrels, reading machine equipment and workbook materials. These varied. An outstanding reading resource center was observed at P.S. 12X where students had helped the teacher build additional carrels and equipment.

Each reading resource center had developed procedures for diagnosis, prescription and record keeping. Some were more detailed than others.

Children were observed during the laboratory periods. In all cases, they knew what procedure to follow, where the materials were located, how to ask for assistance from the reading teacher, the paraprofessional or their own teacher who was assisting during the period. Students appeared interested and related well to the materials and equipment, for it was noted that attention was directed to the task for the entire assigned period.

Interviews with the reading resource teachers indicated that they were generally satisfied with the program of instruction for the children. They indicated that individual homeroom teachers varied in their response to and ability to assist in the reading resource centers. Those teachers who did assist effectively, it was noted, carried the instruction to their own classrooms. In those classes the school's data indicated growth in reading achievement for the students.

District 75 Curriculum Center

On-site visits to different meetings held at the Curriculum Center were made by the evaluation team. Observation of the meetings, and interviews with the participants provided the material for the following:

The first objective of accumulating and evaluating commercial and teacher made materials has begun and should be expanded.

The second objective, to develop a greater sense of the possibility of increased coordination of district efforts was substantially realized. Teachers who participated felt that they had profited from the experience.

Teacher trainers presented mixed opinions. Some were unable to attend because they could not be spared from the school. Of those who attended, some meetings were missed because of emergencies in the schools. Three teacher trainers expressed highly positive opinions, and felt that a community of interests was established through participation in the workshops. Nine teacher trainers had mixed opinions. They offered the following suggestions:

Meetings should be held in the schools, so that programs could be observed.

There should be a better agenda pertinent to teacher training and the recruitment of teachers.

There should be more communication between the elementary special schools and the secondary special schools, so that the needs of the students can be planned for.

Diagnostic testing within the special schools should be investigated, and a greater uniformity should be planned for.

Standards should be set for the preparation of reports to the meeting participants.

The meetings attended by the evaluators varied in the quality of the presentations prepared by the participants. Some of the participants came prepared with a planned presentation and materials for distribution, while others spoke extemporaneously. The topics which were discussed during the on-site observations did not appear to be new to the participants, and in the evaluators' judgment, greater planning for the meetings seems to be warranted.

Field Trip Program

School personnel were interviewed about the implementation and effectiveness of the field trip program. All responded enthusiastically. Some of the comments made to the evaluators were:

"It allowed the children to participate in an entirely new experience, for many of them have never left their own neighborhoods."

"We built a social studies project around the trip, and for once the textbooks became meaningful."

"The library had a "run on" books relating to this topic after the trip."

"The responsibilities children were involved in as they prepared for and participated in the trip was an experience in social living for them."

In all cases, school personnel used the experience of the trip to implement and enhance the school curriculum.

The District 75 Advisory Council for Funded Programs

The District 75 Advisory Council for Funded Programs is composed of representatives of community groups and/or parents of children in the special schools, representatives in loco parentis, and representatives of the Board of Education. They meet every third Thursday of the month.

The evaluators attended the last meeting of the school year on June 14, 1973. At this meeting the year's activities were discussed and plans for the following year were made. The meeting ended with a tour of P.S. 106M, the school at Bellevue Hospital where the meeting was held.

In summary: On the basis of on-site visits, observations in classrooms, shops, reading resource laboratories, the curriculum center workshops, and interviews with school personnel, the evaluating team concluded that:

1. The school facilities included in the Umbrella Program for Improving Instruction for Socially Maladjusted and Emotionally Disturbed Children are found in various settings (day treatment centers, residential treatment centers and day schools) where the problems, treatment approaches and philosophical orientation are different.

2. Physical plants varied from old, drab facilities to modern and fully-equipped buildings.

3. The evaluation team was impressed by the dedication of the staff of administrators, teachers, paraprofessionals and specialists in the special schools.

4. The curriculum of the special schools, designed to provide a planned educational program along with supportive services for emotionally disturbed and socially maladjusted children, differs among the facilities in philosophy, objectives and programs, for the program within a particular type of school is geared to meeting the needs of the special children assigned to it.

5. Innovative programming and some excellent teaching were observed in the special schools.

6. The District 75 Advisory Council for Funded Programs whose membership is composed of representatives of community groups and/or parents of children in the special schools, representatives of institutions in loco parentis and representatives of the Board of Education meet at scheduled times to discuss the program.

CHAPTER V ANALYSIS OF THE DATA

Objective One

The first objective of the program was to raise the achievement levels in reading of children to be tested by standardized tests so that at the conclusion of the program 60% or more of the participants would show a statistically significant improvement in reading as measured on a pre and post test basis using standardized tests selected by the individual school.

The data were gathered as outlined in the design. The statistical procedure that was implemented was a pretest-posttest comparison using anticipated gain scores. (Formula appears in Appendix E).

TABLE 4 COMPARISON OF PRETEST AND POSTTEST OF READING ACHIEVEMENT (According to Test Administered)

Test	N	Pretest Mean	Pretest S.D.	Antic. Mean	Antic. S.D.	Posttest Mean	Posttest S.D.	D.F.	t	P
M.A.T.	601	3.26	1.30	3.53	1.45	4.06	2.52	600	6.36	<.05*
Stanford	138	2.85	1.15	3.05	1.23	3.46	1.39	137	5.54	<.05*
Gilmore	70	4.43	2.61	4.84	2.49	5.57	3.06	69	1.71	<.05*
Nelson	21	3.91	1.17	4.15	1.23	4.19	1.31	20	.028	N.S.
Gray	19	4.50	1.55	4.47	1.60	5.18	1.73	18	3.38	<.05*

* Significant at .05 level, for a one-tail test.

It is evident from the data analysis that the projected improvement in reading set forth in objective one was realized. For more than 60% of the participants who were tested in reading, the difference between expected and actual reading improvement was statistically significant as measured on a pretest-posttest basis using standardized reading tests. The data presented are for pupils for whom pre and posttest scores were available. The high rate of mobility of the pupils resulted in the loss of posttest data.

Because the curriculum of the special schools differs among the facilities (day treatment centers, residential treatment centers and day schools), the data were analyzed according to the types of centers. Table 5 presents the data analysis on reading achievement according to type of facility.

TABLE 5 COMPARISON OF PRETEST AND POSTTEST READING ACHIEVEMENT (According to Type of Facility)

Type of Facility	N	Pretest Mean	Pretest S.D.	Antic. Mean	Antic. S.D.	Posttest Mean	Posttest S.D.	t	P
Day Treatment Centers	25	2.70	1.13	2.94	1.26	3.26	1.41	1.67	N.S.
Residential Treatment Centers	96	2.69	1.21	2.86	1.22	3.39	1.36	7.29	<.05*
Schools in Mental Hospitals	45	3.36	2.36	3.54	2.50	4.37	2.85	4.12	<.05*
Day Schools Secondary	91	4.96	1.83	5.29	2.06	5.73	2.16	4.38	<.05*
Day Schools Elementary and Junior High	592	3.22	1.22	3.49	1.37	4.01	2.51	6.12	<.05*
Grand Total all Facilities	849	4.57	2.73	3.60	1.64	4.12	2.44	8.43	<.05*

* Significant at .05 level

The data analysis according to Table 5 indicates that there are differences among the various facilities in reading achievement. With the exception of the day treatment centers, all other facilities indicated statistically significant gains in reading achievement as projected in objective one in the design of the project.

It should be noted from Table 5 that gains were statistically significant, but means were below the grade level norms of regular schools. This factor should be taken into account in the planning of curriculum.

Some of the subjects could not be tested with a standardized instrument at all. For this population, the Test of Cognition, Level I and Level II was constructed by the evaluators, based on suggestions of the staff and approved by them.

Objective Two

The second objective of the program was to develop cognition on the part of seriously mentally ill children in treatment centers and psychiatric hospitals so that 10% or more of the children with severe learning disorders, unable to perform simple tasks, follow oral directions and/or relate events in sequence of order will be able to perform these tasks as measured by a performance rating scale to be devised jointly by the teachers and the evaluating agency.

Following the program design, the evaluation team collected suggestions from the project staff which delineated the kinds of pupil task performance the project staff was concerned with. Two tests were devised.

Level I was a screening device to be completed by teachers for pupils who could not participate in the testing procedure by performing simple tasks.

Level II was designed to evaluate the functioning of children in tasks related to mastery of reading and mathematical skills. Both instruments are criterion referenced. Level I was constructed to evaluate task performance for age levels 2 through 7. Level II was constructed to evaluate task performance related to school achievement, age levels 4 1/2 to 7; grade levels, kindergarten through second grade.

The evaluation team followed a procedure of pilot testing, presentation and acceptance by school personnel before the tests were administered. Level I was test-piloted with teachers enrolled in graduate education courses. Level II was piloted with a random sample of kindergarten, first and second grade children.

At a meeting called by the administrator of the project, the instruments were presented and discussed. School personnel were given copies to evaluate with personnel at their schools. Evaluations and recommendations were considered in the revision of the instruments.

At a university reading clinic, the evaluators used the instrument with children who demonstrated learning problems. A video tape was made of a learning disabled child taking the test. The video tape was used at a meeting of principals and school personnel and the child's performance was discussed. The tests were favorably received, and then distributed to the schools.

Unfortunately, the evaluation team was not hired until January, and the instruments (although the procedure described was implemented quickly), were not ready for distribution until April. It was then too late in the school year to administer a pretest and a posttest. School administrators and personnel decided to use the test as a diagnostic instrument. No posttests were administered.

The statistical analysis involved the computation of means for sub-tests. Means were computed for subtests of subjects of 2 age groups on Level I. On Level II comparisons were made of the means in various types of facilities, day treatment centers, residential treatment centers and day schools.

Table 6 indicates the distribution of means on the subtests for the two age levels on The Test of Cognition, Level I.

TABLE 6 MEAN SCORES ON SUBTESTS FOR TWO AGE GROUPS SCREENING FOR TEST OF COGNITION Level I

	Ages 7-15 Mean Scores	Ages 5-7 Mean Scores
Subtest 1 Temporal, Spatial-Arithmetic & Relational Concepts	7.3	7.5
Subtest 2 Visual and Auditory Comprehension	8.1	7.2
Subtest 3 Language and Vocabulary Abilities, Reading Readiness Concepts	6.5	5.8
Subtest 4 Motor Coordination and Balance, Body Image Concepts	8.4	8.5
Subtest 5 Social and Emotional Behavior	6.2	7.6

Criteria for Pupil Task Performance for Level I Test of Cognition

Summary of Scores

Sub Test	Ages in Years	2-3	3-3 1/2	3 1/2-4 1/2	4 1/2-5	5 1/2-7
Subtest I		4	8	12	16	20
Subtest II		2	4	6	8	10
Subtest III		2	4	6	8	10
Subtest IV		2	4	6	8	10
Subtest V		2	4	6	8	10

The results from hospital and day treatment centers point to interesting findings which may be important for teachers of these students.

Mean scores of the two age groups in Table 6 indicate that language, vocabulary, and reading readiness skills as outlined in The Test of Cognition, Level I appear to be most deficient.

Mean scores by older students found in Table 6 were deficient in relation to the criteria described in the subtest, Social and Emotional Behavior.

Table 7 indicates the percentage distribution for items in two subtests (language and vocabulary - reading readiness) of The Test of Cognition, Level I.

TABLE 7 PERCENTAGE DISTRIBUTION, SUBTESTS, LANGUAGE AND READING READINESS

Screening for Test of Cognition

QUESTION			TEACHERS' RATING OF STUDENTS
A. Language and Vocabulary			
1.	A.	Has a speaking vocabulary of not less than 50 words	100%
	B.	Can express himself to indicate simple needs.	97%
2.	A.	Can generate simple sentences with gestures and assistance.	95%
	B.	Can carry out in order two related noun-verb commands.	80%
3.	A.	Can tell a comprehensible story of more than two sentences	50%
	B.	Can carry out in order a command containing 3 related noun-verb commands	45%
4.	A.	Can tell a logical sequence of events in a story.	30%
	B.	Can use prepositions in descriptions correctly.	30%
5	A.	Speaks in a deliberate and clear manner in using positive and negative syntactual structures.	20%
	B.	Uses a complex and a relative synctactual structures in verbal expression.	12%
B. Reading Readiness Skills			
1.	A.	Has spontaneous speech	100%
	B.	Can combine two words in a sentence, i.e., Daddy, bye bye."	97%

2.	A.	Can draw a circle.	87%
	B.	Brings a book to the teacher or mother to read for him	90%
3.	A.	Has receptive language ability for most complex sentences.	65%
	B.	Can combine ideas in a sentence.	47%
4.	A.	Has visual recognition of some Dolch words and can verbalize at least 10 written words correctly.	37%
	B.	Can sound blend consonant blends.	22%
5.	A.	Has knowledge of at least 50 written words.	7%
	B.	Can sound blend words of more than 2 syllables.	10%

According to Table 7, students fall down after question 2 in each subcategory as the complexity of the task to be performed increases. The tasks assigned to each level of the test become progressively more difficult. The most difficult transition was from Level 2 to Level 3.

It can be inferred from the above results that these special students' disabilities are manifested in language deficiencies.

For The Test of Cognition, Level II, comparisons were made of the means in various types of facilities, day treatment centers, residential treatment centers and day schools. Table 8 indicates the findings.

TABLE 8 ANALYSIS OF VARIANCE - ACHIEVEMENT OF PUPILS IN DIFFERENT FACILITIES
The Test of Cognition
Level II

	Day Treatment Center		Residential Treatment Center		Day School Secondary		DF	F	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	2/30		
Auditory									
Perception (30)*	24.6	4.9	24.9	8.7	12.9	2.4		17.62	<.01***
Repetition (25)*	19.7	3.0	22.2	3.6	4.9	1.7		147.78	<.01***
Visual									
Perception (50)*	36.9	3.4	44.2	7.6	48.6	1.7		14.42	<.01***
Auditory and Visual									
Receptive (20)*	16.6	5.0	14.6	4.9	18.1	1.4		2.90	N.S.
Expressive (20)*	15.3	6.0	15.7	5.6	16.4	3.0		.15	N.S.
Total (40)*	31.9	10.7	30.4	10.3	34.6	3.9		.90	N.S.
Visual-Kinesthetic									
Geometric Figures (9)*	5.7	2.3	6.7	1.6	8.0	2.2		3.34	<.05**
Human Figure (20)*	5.7	6.8	15.4	3.6	15.5	4.5		6.56	<.01***
Total (194)*	124.0	20.8	143.8	31.0	122.5	9.2		3.58	<.05**

* Maximum score on the task.
** Significant at the .05 level
*** Significant at the .01 level

The results of the Level II Test indicate significantly different achievement of basic skills for children in different facilities. With the exception of the subtest, auditory and visual perception of language, there are significant differences among the groups in performance demonstrated by the participants. This suggests the establishment of separate criteria of achievement for various facilities.

It is interesting to note that the day secondary students demonstrated the lowest means in auditory perception, and in the ability to repeat auditory stimuli. This deficiency may be related to the low reading scores of the students, particularly if a method of teaching reading which relies heavily on phonics is implemented.

The Test of Cognition, Level II is geared to a maximum age level of seven, yet secondary students who ranged from six years to eleven years older chronologically were unable to successfully accomplish all the designated tasks.

The performance of these students on the test surprised the teachers who were administering it. They stated that they had not realized that the students were disabled in tasks which had been taken for granted as having been mastered by the pupils. Many requested suggestions for treatment of the perceived disabilities.

It was found that the test takes approximately thirty minutes to administer, and that no special training is needed. Paraprofessionals assisted in the administration. The children in the special schools who often find it difficult to direct attention to a task for more than very short periods of time were reported to be able to complete the test in one sitting.

Objective two was met. The instruments which were devised give promise of serving the diagnostic needs of the pupils of the special schools.

Objective Three

Objective three was to provide intensive guidance, psychological, and social work service to day school children and their parents so that learning disabilities can be identified and prescriptive techniques can be employed at home and at school to overcome these disabilities. It is anticipated that 75% of the parents and teachers of the children provided this service will rate this service as successful in improving pupil achievement and participation on a questionnaire to be devised jointly by the clinical staff and the evaluating agency.

The teachers' records were expected to indicate the amount of achievement for this objective, but the guidance counselors, psychologist and social workers were never assigned to the same site, and services rendered were often not recorded on record cards.

The objective was therefore evaluated on the basis of data collected from the student and parent questionnaires which explored the students' and parents' perceptions of guidance, psychological and social work services. A frequency tally and percentages were computed. Table 9 indicates the findings.

TABLE 9

STUDENTS' PERCEPTIONS OF THE PUPIL PERSONNEL SERVICES (Guidance Counselors, Psychologist and Social Workers Services)

	Yes	No	Sometimes
13. When I need to talk to someone, the guidance counselor or the psychologist or the social worker in this program are always available.	44%	37%	19%
N = 838			

From the table it is indicated that 44% of the student responses were highly positive about the pupil personnel services, while 19% felt that sometimes this service was available. The combined total of positive reactions to pupil personnel services is therefore 63%.

TABLE 10

PARENTS' PERCEPTION OF PUPIL PERSONNEL SERVICES (Guidance Counselor, Psychologist and Social Worker Services)

	Yes	No
15. Have you received any special instruction on how to help your child improve his schoolwork or behavior?	36%	64%
17. Have any suggestions you have received from the school been helpful to you?	62%	38%
N = 368		

Of the parents who responded to the questionnaire, it is noted that only 36% indicated that they were given suggestions on how to help improve their child's school work and behavior, yet 62% of the respondents evaluated school services as helpful to them. The percentage of positive responses therefore does not meet the goal of objective three.

Objective Four

Objective four stated that the teacher's attendance record should indicate (at least a 5% improvement) in the trend of absentee pupils who return to school with a degree of regularity.

Attendance data were gathered for 1971-1972 and 1972-1973 for all the day schools in the study.

Table 11 indicate the findings.

TABLE 11

CHI SQUARE ANALYSIS OF ATTENDANCE
1971- 1972 1972-1973
DAY SCHOOLS

School	1971-1972 *** Attendance N **	Percentage	1972-1973 *** Attendance Percentage	X^2*	P
1	122	71.6	70.3	Minimal criteria not met	
2	196	38.8	43.2	" " " "	
3	119	71.0	74.1	" " " "	
4	104	31.6	36.0	" " " "	
5	106	71.1	60.1	" " " "	
6	106	73.4	73.0	" " " "	
7	215	60.2	56.2	" " " "	
8	143	59.3	50.6	" " " "	
9	144	83.5	82.6	" " " "	
10	228	40.9	44.5	" " " "	
11	162	72.7	77.7	.00	N.S.
12	134	72.8	70.6	Minimal criteria not met	
13	166	63.0	62.5	" " " "	
14	158	81.7	80.9	" " " "	
15	145	79.3	80.8	" " " "	
16	92	69.3	75.4	.01	N.S.
17	90	74.1	73.4	Minimal criteria not met	
Total	2430	65.3	65.4		

* See Appendix G for X^2 application

** Official register figures - Board of Education

*** Official attendance figures - Bureau of Attendance

Only two day schools met the goal set for objective four, a five percent or better improvement in attendance.

A second comparison was a chi-square analysis for 1971-1972 and 1972-1973 for only those excessively absent pupils who had received intensive attendance services. Table 12 above indicates the findings.

TABLE 12 CHI SQUARE ANALYSIS OF ATTENDANCE,
1971-1972 1972-1973

Intensive Attendance Services for Absentee
Students in Day Schools *

Borough	N	Improvement in Attendance Percentage 0 - 10%	Improvement in Attendance Percentage 10% or more	*** X^2	P	
Manhattan	54	6	48	80.0	.001	**
Queens	67	6	61	104.4	.001	**
Bronx	37	3	34	58.8	.001	**
Brooklyn	50	0	50	95.0	.001	**
Total	208	15	193			

* Official attendance figures - Bureau of Attendance
** Significant beyond .001 level.
*** See Appendix G for application of X^2

Highly significant Chi-square analyses were computed for those pupils who were provided with intensive attendance services. More than 93% of the excessively absentee pupils improved their attendance more than 10%. The goal which was stated in the design for objective four was exceeded for students with a record of excessive absenteeism.

Objective Five

The fifth objective was to institute a training program for teachers and educational assistants through the assignment of teacher trainers to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. The teacher trainers (assistant principals) will visit classrooms to observe teaching practices, give demonstration lessons, encourage teachers to make each lesson a reading oriented lesson.

The frequency of responses to the questions on the teacher trainer questionnaire were tallied. These were computed for each school and for the entire program.

Table 13 contains the results of the interviews of teacher trainers. Frequency of mention of teacher trainer services are found in Table 13.

TABLE 13

FREQUENCY OF MENTION OF TEACHER TRAINER SERVICES

In-service Training Activities	Frequency of Mention
School Conferences	12
Classroom Observation	12
Written Evaluation of Teacher Effectiveness	11
Helping Teachers Develop Insight into Students' Behavior	11
Demonstration Lessons	10
After-school Workshops	2

Curricula Adaptation	Frequency of Mention
Effective Placement and Scheduling of Students in Various Activities	12
Individualizing Instruction	12
Advisement Periods with Teachers in Adapting Techniques	12
Evaluation of Instructional Material	10
Special Committees are organized (i.e., Curriculum Committee, Math Committee, Reading Committee, etc.)	8
Rewriting and Writing Texts for Students	6
New and Appropriate Curricula and Materials Search	6
Cooperating with Trip Coordinator in Using Community Resources	5

It is evident from Table 13 that most of the teacher trainers met the responsibilities of the position as outlined in the design.

TABLE 14

OUTCOMES OF TEACHER TRAINING PROGRAM

	% of teachers effected a 10% improvement (rated by teacher trainers)	% of teachers rating the Title I program as being effective
School 1	80-100%	80-100%
School 2	80-100%	80-100%
School 3	60-80%	60-80%
School 4	80-100%	80-100%
School 5	60-80%	80-100%
School 6	60-80%	60-80%
School 7	80-100%	80-100%
School 8	80-100%	80-100%
School 9	80-100%	80-100%
School 10	80-100%	80-100%
School 11	60-80%	80-100%
School 12	60-80%	60-80%

The goal as stated in the objective was that all of the participants (at least 30%) were expected to be able to raise their achievement level by at least 10%. This goal was exceeded, because 7 teacher trainers rated 80-100% of the teachers under their supervision had improved at least 10%. Five teacher trainers rated 60-80% of the teachers under their supervision as improved at least 10%.

Pupil Outcome - Ancillary Analysis - Social Emotional Scale

An ancillary analysis of the social and emotional growth of all students was conducted. Teachers compared social and emotional functioning at the beginning and end of the school year, 1972-1973. Students were rated on a 5 point scale (1 much worse; 2 worse; 3 about the same; 4 better; and 5 much better) for 6 categories. The six areas studied included: self-image, self-control, ability to tolerate frustration and anxiety, independence, socialization with peers, and ability to relate to school personnel.

TABLE 15

TEACHERS' RATING OF SOCIAL AND EMOTIONAL GROWTH

	%	%	%	%	%	Average % of rating 4 and 5
RATING	1	2	3	4	5	
ITEM	Much worse		About the same		Much better	
Pupil's self-image	1	5	37	29	28	57
Pupil's self-control	3	7	32	31	27	58
Pupil's ability to tolerate frustration and anxiety	3	8	37	30	22	52
Pupil's ability to function independently	4	7	36	27	26	53
Pupil's ability to socialize with peers	2	6	39	32	21	53
Pupil's ability to relate to school personnel	2	7	38	28	28	63
Average %	2.5	6.6	36.5	29.5	24.8	54

N = 1284

Teachers indicated 57% of the students manifested improvement in self-image while 37% showed little or no improvement and 10% regressed. Teachers maintained that 52% of the students manifested higher levels of frustration tolerance and lower anxaiety while 37% remained the same and 11% regressed. Teachers maintained that 53% of the students were more independent, while 36% remained the same and only 11% were judged as more dependent. Teachers indicated that 53% of the students evidenced improved ability to socialize with peers, while 39% sustained their level of functioning and 8% regressed. Similarly, 53% evidenced improved ability to relate to school personnel while 38% remained constant and only 9% were judged as regressed.

The results indicated that an overall average of 54.33 of the students were rated as improved in 6 areas of social and emotional development, while an overall average of 90.0% of the students sustained or improved in the area of social and emotional functioning and an overall average 9.1 regressed. Teachers' ratings for each of the six areas and percentages and average percentages are contained in Table 15.

Pupil Outcome - Ancillary Analysis - "My School" Questionnaire

An ancillary analysis of students' perception of the school program was conducted. The response of students to the "My School" Questionnaire is reviewed in this section. Items contained in the questionnaire were divided into five categories. These included: Students' Attitudes toward Staff and Facilities; Students' Attitudes toward School and Learning; Students' Attitudes toward Curriculum; Students' Attitudes toward Classmates; and Students' Perception of Parents' Interest in School.

TABLE 16

STUDENTS' ATTITUDES TOWARD STAFF AND FACILITIES

Statement	% Yes	% Sometimes	% No
The teachers in this school want to help you.	76	20	4
My teacher helps me when I need it.	58	15	7
The teachers in this school are really interested in you.	56	32	12
The teachers in this school know how to explain things clearly.	57	32	11
The teachers in this school are fair and square.	36	45	19
The teachers in this school expect you to work too hard.	30	30	40
The principal in this school is friendly.	61	26	13
When I need to talk to someone, the guidance counsellor, or psychologist or social worker in this program are available.	44	37	19
This school building is a pleasant place.	44	24	32

N=838

Students' Attitudes Toward Staff and Facilities

In general, the items pertaining to school personnel and facilities revealed favorable perceptions. Approximately 96% agreed with the statement that teachers wanted to help them. Only 4% disagreed. Similarly 73% felt that teachers helped them when they needed it. Only 7% disagreed. While 56% tended to perceive teachers as interested in them most of the time, 32% felt this was true some of the time. Only 12% viewed teachers as disinterested in them. While 57% of the students maintained that teachers explained things clearly most of the time. Almost 37% disclosed this was true some of the time. Approximately 11% disagreed with the statement. Generally, teachers were perceived as "fair and square", while 36% stated that this was true most of the time, 45% felt it was true some of the time, however 19% disagreed. Students differed in their reactions to teachers' expectations. It was found that only 30% perceived teachers' expectations as realistic most of the time, while 30% thought this was true some of the time. In contrast, the largest group, 40%, perceived teachers as expecting them to work too hard.

Approximately 61% of the students reported that the principal was friendly most of the time, while 26% agreed this was true some of the time. However, 13% viewed administrators as unfriendly. While 78% of the students reported that guidance counsellors, psychologists, or social workers were available most or some of the time. In contrast, 22% maintained that the professional staff was not available when needed.

The school building was perceived as a pleasant place most of the time by 44% of the students, while 24% felt this was true some of the time. However, 32% of the students viewed the facilities negatively. Generally, responses indicated positive attitudes toward teachers, administrators and facilities.

Students' Attitudes Toward Curriculum

In general, positive attitudes were reported with regard to curriculum. Subject matter was perceived as useful by 72% of the students, while 15% felt that the curriculum was meaningful some of the time. In contrast, 13% expressed negative attitudes toward the subject matter. 60% of the students reported that the work was not too hard most or some of the time. Yet 13% perceived the material as difficult. Similar results were found for the parallel item. While 17% of the students reported that the work was too easy most of the time, yet 65% felt this was true some of the time.

In contrast, 18% did not view the curriculum as too easy. On a similar item, only 28% of the students felt that they worked hard but didn't get anywhere. While 30% disclosed that this was true some of the time, and 42% disagreed with the statement. Generally, students tended to perceive the subject matter and level of difficulty as appropriate. The statements and percentages relative to students' attitudes toward curriculum are presented in Table 17.

TABLE 17

STUDENTS' ATTITUDES TOWARD CURRICULUM

Statement	% Yes	% Sometimes	% No
What I am learning will be useful to me.	72	15	13
The work at this school is too hard.	13	47	40
The work at this school is too easy.	17	65	18
I work hard in school but don't seem to get anywhere.	28	30	42

N=838

Students' Perception of Parental Interest in School

Disinterest in school by parents was perceived by 42% of the students most of the time while 32% perceived their parents as interested and 26% were sometimes interested to listen to their child talk about school.

The statement and percentages relating to students' attitudes towards parental interest in school are seen in Table 18.

TABLE 18

STUDENTS' PERCEPTION OF PARENTAL INTEREST IN SCHOOL

Statement	% Yes	% Sometimes	% No
My parents never listen when I talk about school.	42	26	32

N=838

Although some students travel as long as an hour and a half to school each way (See Table 19) travelling to school did not seem to be an issue with the majority of students. This answer might reflect the bias indicated previously by the students in their positing favorable impressions towards school staff, facilities, learning at school and curriculum.

TABLE 19

STUDENTS' PERCEPTIONS REGARDING TRAVEL TO SCHOOL

Statement	% Yes	% Sometimes	% No
Do you travel too far to school?	37	16	59

N=838

Chapter VI SUMMARY

This program entitled "Improving Instruction and Services for Socially Maladjusted and Emotionally Disturbed Children, B/E 0931694 (ESEA Title I 1972-73)" was in operation from September 11, 1972 until June 29, 1973 at 25 educational facilities housed in 28 schools.

In addition to the staff regularly assigned to these schools, the program provided the following personnel:

24 Reading Specialists (7 Title I, 17 City Tax Levy)
33 Educational Assistants
4 Attendance Teachers
19 Family Workers
12 Teacher Trainers (Assistant Principals)
1 Assistant Coordinator (Assistant Principal)
2 Psychologists
2 Social Workers
6 Guidance Counselors
6 Secretaries

The program objectives were as follows:

1. To raise the achievement levels in reading for children for children in the special schools who were retarded in reading two or more years. Each of the 28 special schools (register approximately 2,060) selected a target group of children for whom intensive remediation was provided. At the conclusion of the program it was anticipated that more than 60% of the participants would achieve a significant gain in reading.

2. To develop cognition on the part of seriously mentally ill children in treatment centers and psychiatric hospitals. Two tests of cognitive ability were developed jointly by the evaluation team and the school staff.

3. To provide intensive guidance, psychological, and social work service to day school children and their parents in order to provide diagnosis and prescription of learning disabilities. Seventy-five percent of the teachers and parents were to rate this service as successful in improving pupil achievement.

4. To motivate absentee pupils to return to school and maintain regular attendance. Five percent improvement in overall day school percentage of attendance as compared with the percentage of attendance during the school year 1971-72 was anticipated.

5. To institute a training program for teachers and educational assistants by the assignment of teacher trainers and to develop and train teachers and paraprofessionals as well as to adapt and implement the curriculum. Thirty percent of the teachers, it was anticipated, would make a 10% improvement professionally.

The Program's Operations

The special schools varied so much in physical plant and facilities, nature of services offered, and types of problems of children enrolled that few generalizations apply to all. Some were housed in old, inadequate buildings with manifold deficiencies. Others had modern, well-equipped quarters. The funded program staff were vital to the work of these schools. Supplies and teaching materials generally were satisfactory despite some shortages early in the school year and some losses by theft of valuable audio visual equipment.

Evaluators saw some well-planned, excellently conducted instructional programs, however in a few classes teachers were using routine procedures not suited to their pupils. Classes were small -- 15 or fewer as a rule -- an emphasis was placed on reading. A considerable amount of small-group and individualized instruction was provided. In the upper grades, the curricula instruction was a series of trips to places of cultural, scientific and historical interest.

The conclusions were as follows:

Objective 1: The projected improvement in reading set forth in objective 1 was realized. For more than 60% of the participants who were tested in reading, the difference between expected and actual reading improvement was statistically significant as measured on a pretest-posttest basis using standardized reading tests. Statistical computation was based on a comparison of anticipated gain scores versus actual gain scores.

Objective 2: Two tests to evaluate cognitive functioning, The Test of Cognition, Level I and II were developed by the evaluation team along with the school personnel. Due to the late hiring of the evaluation team, the tests were developed too late in the school year for pretest administration. The teachers reported the following to the evaluation team:

1. The instruments were found to be effective tools in discriminating deficiencies in basic abilities necessary for learning.

2. These instruments were found to be able to evaluate the abilities of children who could not be measured by standardized tests.

3. Teachers found these instruments to be testing procedures which they could employ without special training and with a reasonable expenditure of time for administration and scoring.

Objective 3: Seventy-five percent of parents and teachers were to evaluate intensive guidance, psychological and social work service to day school children as successful in improving pupil achievement. This objective was not realized. The staff were too few in number. The guidance and social work staff provided tangential support of this objective, but did not see this as a primary role.

Objective 4: The intensive attendance services were highly effective in achieving this objective. More than 93% of the excessively absent pupils improved their attendance more than 10%. However, an analysis of the attendance of the entire population of the 17 day schools indicated that the population which did not receive intensive services did not indicate the same rate of improvement. Two of the 17 day schools met the criterion of the objective, a 5% improvement in attendance.

Objective 5: The goal of the teacher training program was that thirty percent of the teachers would make a 10% improvement professionally. This objective was exceeded.

Ancillary Conclusions: An evaluation of the social growth of students using a rating scale was utilized by teachers. An overall average of 54.33 percent of the students in this study were rated as improved by their teachers in six areas of social and emotional development.

Another questionnaire was utilized to assess student attitudes. Students posited favorable impressions toward school staff, facilities, classmates, learning at school and curricula.

Recommendations

Reading Achievement: Although statistically significant gains in reading were achieved, it should be noted that the means for the various types of facilities were below the norms established in the regular schools. No single criterion can be used for this extremely diverse population who are in different treatment settings. Goals should be specified according to the population and the resources in a particular facility.

Cognitive Functioning: Cognitive development and readiness for learning should be evaluated within each facility so that instruction can be directed to the needs of the children. Evaluative procedures begun in this project should be perfected.

Intensive Guidance, Psychological and Social Work Services: The provision of these services in order to provide prescriptive techinques to be employed at home for day school children was unrealistic (as stated in the research design) for this population. The complex problems rooted within the family made the objective unattainable. More pupil personnel services should be made available in order to reach the families of special children.

The Intensive Attendance Services: These services were demonstrated to be highly effective. These services should continue to be provided and extended.

Attendance workers must deal with the problem of students who are carried on school registers and have not or do not appear at school. Improved communication procedures between the courts, probationary agencies and the schools should be developed so that the effect of school programs on attendance may be evaluated with greater accuracy.

The Teacher Trainer (Assistant Principal) Training Program for Teachers and Educational Assistants: The role of the teacher trainer (assistant principal) is vital to the functioning of the special school. The personnel occupying that position were outstanding in fulfilling the role as outlined in the design. It is strongly recommended that this position be maintained. In order to further develop the effectiveness of this position, arrangements should be made within each school so that more time be made available for teacher training, curriculum development, liaison with pupil personnel services and community relations. Consideration might be given to extending this position to treatment centers and hospital schools.

Facilities: Facilities which are makeshift and/or drab and/or lacking safety measures needed for disoriented children should be upgraded.

Communication Among Schools: Communication among participating schools should be improved. This might be accomplished through seminars, workshops and planned inter-visitation.

Staffing: Provision should be made for more supportive services. An increase in guidance counselors, social workers and school psychologists are needed at several of the facilities. It is recommended that three new roles be developed:

> Learning Disabilities Specialist: This person would diagnose and remediate the learning disabilities of a target population of severely retarded learners. With closer screening of learning problems, precision teaching to build up deficit cognitive areas and the teaching of basic skills, effective learning will take place.
>
> Supervisor of Reading and Laboratory Technician: This person would diagnose and remediate disabled readers, supervise the reading laboratory program and supervise the reading programs within the classroom. This person would also serve as a general reading resource person within the school.
>
> Child Advocate Guidance Counselor: This person would work with students who are chronically absent from school. These counselors would study and service students, their families, their health and learning problems, and their problems within the community so that needed resources might be made available to them.

Curriculum: Each unit or school should have clearly stated and defined objectives, based on a sound philosophy of education and understood and accepted by the staff.

The work-study program should be considered for extension to additional centers serving a non-residential secondary school population.

Instructional Materials: Funds should be allocated to upgrade instructional materials used in the classrooms, to that materials which provide for concrete experience and manipulation basic to the learning process may be provided.

Community Resources: Wherever possible greater use should be made of community resources within the school program in order to integrate the school population into the community in which the school is located.

Field Trips for Students: The field trips were evaluated as positive aspects of the program and should be retained.

Appendix A

IMPROVING INSTRUCTION AND SERVICES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN

Curriculum Center Topics (Submitted by D. Forman,
Curriculum Center Coordinator)

TOPICS FOR THE ASSISTANT PRINCIPALS INCLUDED

1. Examination and evaluation of the structured reading program.
2. Strengths and weaknesses of a uniform instruction policy for all day schools.
3. Programming in Special Education.
4. Approaches to achievement and diagnostic testing.
5. Coordinated testing programs.
6. Techniques and materials available.
7. Observation techniques.
8. Teacher recruitment.
9. Cooperative buying.

TOPICS FOR READING SPECIALISTS INCLUDED

1. Intersensory instruction of reading.
2. Use of Oral reading.
3. Synthesis of skills into act of reading.
4. Room arrangement.
5. Appropriate use of materials.
6. Coordination of reading and other curriculum programs.
7. Use of various curriculum areas in reading instruction.
8. Diagnostic and prescriptive teaching..
9. Diagnostic testing.

TOPICS FOR THE PARAPROFESSIONALS INCLUDED

1. Goals and objectives of our various programs.
2. Use of community resources.
3. Relationships with the professional staff.
4. Child development.
5. Home visit procedures and techniques.
6. Planning for small group and large group instruction.
7. Materials available for reading and math.
8. Teaching of study techniques.
9. Techniques of instruction reinforcement.

MATERIALS AND EQUIPMENT INTRODUCED AT CENTER WORKSHOPS INCLUDED

1. The Talking Page equipment.
2. Bomar materials.
3. Frank E. Richards materials.
4. Addison Wesley materials.
5. Plaum-Standard materials.
6. Book-Lab materials.
7. National Teaching Aids materials and equipment.
8. Tutorgram equipment.

Appendix B

IMPROVING INSTRUCTION AND SERVICES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED

Level 1

To the Teacher:

Directions: Read each item carefully. Consider the child's everyday performance. If the behavior described can be performed by the child you are assessing, write (+) in the space provided; if the behavior described cannot be performed by the child you are assessing write (-) in the space. Each (+) is worth five points. Add each (+) for the total number of points. Check the profile sheet. Look for the range within which the total score of the child falls. In this way you will find the developmental age level of the child.

If the child falls within Description 3 or Description 4, Level 2 test should be given (Level 2 is the Test of Cognition). This test evaluates whether the child is ready for readiness activities in reading, language, mathematics and other areas. If the child's total score on the Screening Test for Cognition is within the range for Description 5, a readiness or primary test in reading and/or mathematics can be used.

This Screening Test of Cognition in Basic Abilities may also be used as a (1) guide for skill sequences in basic abilities; (2) goal setting record for the child's progress; and (3) record of the student's progress. Therefore, this screening test is also an educational evaluation and an individualized program for the student.

The Description sheet within each area is an ability the child should be able to perform. This ability must be broken up into sub-skills and steps to be taught.

TEACHING & LEARNING

IMPROVING INSTRUCTION AND SERVICES FOR SOCIALLY MALADJUSTED
AND EMOTIONALLY DISTURBED

Screening for the Test of Cognition in Basic Abilities

Profile Sheet

Dr. Frieda Spivack

Level 1

Pupil's Name ______________________ Sex ____ Date __________

Residence ______________________ Birth Date __________

____

Parents' Complete Names: Mother ______________________

Father ______________________

School ______________________

Teacher ______________________ Grade __________

Summary of Scores

Sub Test	Ages in Years:	2 - 3	3 - 3½	3½- 4½	4½ - 5½	5½ - 7
Sub Test I	T.S.A.R.	4	8	12	16	20
Sub Test II	V.A.C.	2	4	6	8	10
Sub Test III	L.V.RR.S.	2	4	6	8	10
Sub Test IV	M.C.B.I.	2	4	6	8	10
Sub Test V	S.E.	2	4	6	8	10

Total Scores:		
	2 through 3 year level	10 - 23
	3 through 3½ year level	24 - 35
	3½ through 4½ year level	36 - 47
	4½ through 5½ year level	48 - 52
	5½ through 7 year level	53 - 60

Description 1 2 through 3 year level ______________________
Description 2 3 through 3½ year level ______________________
Description 3 3½ through 4½ year level ______________________
Description 4 4½ through 5½ year level ______________________
Description 5 5½ through 7 year level ______________________

I. Temporal, Spatial, Arithmetic and Relational Concepts ______________________

II. Visual and Auditory Comprehension ______________________

III. Language and Vocabulary Abilities, Reading Readiness Skills ______________________

IV. Motor Coordination and Balance, Body Image Concepts ______________________

V. Social and Emotional Behavior ______________________

Screening Test of Cognition in Basic Abilities

To the Teacher:

Each arabic number represents two descriptions of paradigms to be measured. Place .5 or 1.0 under Rating, if one or two of the items described can be performed by the child.

I. Temporal, Spatial, Arithmetic and Relational Concepts

Rating

A. Temporal and Temperature Sense

1. ( ) Can anticipate time for eating. ( ) Can anticipate time for going out. ______
2. ( ) Knows darkness is night and lightness is day. ( ) Has a sense of time in music activity, can bang on a drum or sing a song in a sing-song manner. ______
3. ( ) Can understand the activities to be engaged in during the course of the day. ( ) Can understand morning, afternoon and evening. ______
4. ( ) Knows the position of the hands of the clock for the hour. ( ) Knows the concept of yesterday, tomorrow and seasons. ______
5. ( ) Understands specific activities to be done within certain time intervals. ( ) Understands the concept of hot, warm and cool weather as relating to different times of the year. ______

B. Spatial Sense

1. ( ) Wants to be led and physically placed in proper place. ( ) A beginning of a concept of going out and being indoors. ______
2. ( ) Tries but needs assistance in navigating himself. ( ) Can point to vessels which are full or empty or uses concepts such as "more" and "no more." ______
3. ( ) An understanding of where some things are in the classroom. ( ) An understanding of big and little. ______
4. An understanding of right and left directions. ( ) Understands more than three sizes, concept of biggest smallest and a few objects in between. ______
5. ( ) Explores, manipulates and builds with tinker toys and building blocks complex structures. ( ) Can do various puzzles and mazes by himself. ______

C. Arithmetic Concepts

1. ( ) Scribbles with a pencil on a piece of blank paper. ( ) Can understand the existence of an object when out of sight. ______
2. ( ) Can understand concept of more than and less than using concrete clues. ( ) Can understand the one-to-one exchange of objects. ______

Rating

3. ( ) Can recognize some numbers and count from 1 to 10. ( ) Can understand two more or two less using concrete clues. ______
4. ( ) Can identify and count numbers from 1 to 20. ( ) In response to written 10 can give 10 objects. ______
5. ( ) Knows concept of more than one and less than one without use of concrete clues. ( ) Knows the equivalencies of 10 cents, 25 cents and 50 cents. ______

D. Relational Concepts

1. ( ) Grabs and pulls at objects within sight. ( ) Can manipulate objects in a general way. ______
2. ( ) A beginning of a means and goal understanding. ( ) Can identify and relate near or far, up or down. ______
3. ( ) Knows to pick up the ringing phone and say "Hello." ( ) Realizes the value of money. ______
4. ( ) Does shopping with supervision. ( ) Can understand instructions referring to the order in which things should be done. ______
5. ( ) Can give answers to where, when, how or casual questions. ( ) Can shift in his thinking and give a reversible condition, using simple concepts. ______

II. Visual and Auditory Comprehension

A. Visual Comprehension

1. ( ) Is able to recognize important objects such as child's toy, cup, etc. ( ) Can gesture the answer to "where is." ______
2. ( ) Can match similar non-identical objects as two similar toys which are different in size or shape. ( ) Can answer to question "what is this?" ______
3. ( ) Can identify the written form of his name. ( ) Can draw a human stick figure facsimile. ______
4. ( ) Can sort appropriate objects and pictures in categories. ( ) Can correctly point to the front, back and side of an object in a picture. ______
5. ( ) Can tell a meaningful story about a picture. ( ) Can draw a base line in a drawing and/or draw a more detailed human figure. ______

B. Auditory Comprehension

1. ( ) Is aware of gross sounds. ( ) Can react to gross sounds.
2. ( ) Has a beginning of a recognition of the teacher's voice and other children's voices. ( ) Has an awareness of most sounds. ______
3. ( ) Has an adequate memory for simple ideas. ( ) Can follow simple double action procedures in the classroom. ______
4. ( ) Can understand classroom discussions and remembers information. ( ) Can deliver a message of more than one idea.
5. ( ) Can relate facts sequentially. ( ) Can utilize words of three syllables in a conversation. ______

Rating

III. Language and Vocabulary and Reading Readiness Skills

A. Language and Vocabulary

1. ( ) Has a speaking vocabulary of less than 50 words. ( ) Can express himself to indicate simple needs. ______
2. ( ) Can generate simple sentences with gestures and assistance. ( ) Can carry out in order two related noun-verb commands. ______
3. ( ) Can tell a comprehensible story of more than two sentences. ( ) Can carry out in order a command containing 3 related noun-verb commands. ______
4. ( ) Can tell a logical sequence of events in a story. ( ) Can use prepositions in descriptions correctly. ______
5. ( ) Speaks in a deliberate and clear manner in using positive and negative syntactual structures. ( ) Uses a complex and a relative syntactual structure in verbal expression. ______

B. Reading Readiness Skills

1. ( ) Has spontaneous speech. ( ) Can combine two words in a sentence, i.e., "Daddy, bye bye." ______
2. ( ) Can draw a circle. ( ) Brings a book to the teacher or mother to read for him. ______
3. ( ) Has receptive language ability for most complex sentences. ( ) Can combine ideas in a sentence. ______
4. ( ) Has visual recognition of some Dolch words and can verbalize at least 10 written words correctly. ( ) Can sound blend consonant blends. ______
5. ( ) Has knowledge of at least 100 written words. ( ) Can sound blend words of more than 2 syllables. ______

IV. Motor Coordination and Balance, Body Image Concepts

A. Motor Coordination and Balance

1. ( ) Cooperates learning to toilet train, wash or dress himself. ( ) Can walk independently. ______
2. ( ) Can kick large ball. ( ) Can go on the seesaw, swing and sliding board with help. ______
3. ( ) Can use the scooter, throw and sometimes catch a large rubber ball. ( ) Is beginning to coordinate fine motor movements in handling buttoning and zippering himself. ______
4. ( ) Can walk downstairs, alternating his feet. ( ) Can stand on one foot for more than 7 seconds. ______
5. ( ) Can run, throw and jump over obstacles. ( ) Can tie and cut with a blunt pair of scissors. ______

B. Body Image Concepts

1. ( ) Can identify himself by name. ( ) Can say "Give me," "Take me," etc. ______
2. ( ) Can respond to his full name. ( ) Can recognize himself in the mirror. ______

Rating

3. ( ) Can identify all parts of human body on himself. ( ) Can identify others in pictures ______
4. ( ) Dresses and washes himself. ( ) Can organize his possessions and keep them in good order. ______
5. ( ) Can shift from hopping to running to skipping. ( ) Looks at person who is speaking to him consistently. ______

V. Social and Emotional Behavior

A. Classroom Receptivity

1. ( ) Consistently disrupts lesson. ( ) Is unable to inhibit response most of time. ______
2. ( ) Can work on a one-to-one basis. ( ) Needs consistent but not ever-present teacher assistance. ______
3. ( ) Can wait his turn. ( ) Can sometimes share with more than one classmate. ______
4. ( ) Cooperates in group play with peers in classroom activities. ( ) Enjoys imagining himself in different roles (teacher, policeman, fireman) in play with peers. ______
5. ( ) Is self-determined in role as a participant in a group activity. ( ) Can set his own pace for work and recreation. ______

B. Need Achievement

1. ( ) Little reaction to teacher stimulation and attention. ( ) Has temper tantrums and damages property. ______
2. ( ) Passive in most situations. ( ) Bosses and disrupts others. ______
3. ( ) Engages in parallel play. ( ) Can control use of profane and hostile language in classroom. ______
4. ( ) Has an awareness of his individual classroom work. ( ) Is accepting of others' achievements and respects routines. ______
5. ( ) Is determined to answer questions and participate in class. ( ) Knows he is responsible for his actions and persevers in a consistently cooperative way. ______

TEACHING & LEARNING

Level II

The Test of Cognition

Estelle L. Fryburg, Ph.D.

The Nature and Purpose of the Test

The test is designed to evaluate the cognitive functioning of children in tasks which are related to mastery of and mathematical skills. Its purpose is to provide an evaluative scale for children who do not perform on standardized group tests in order to identify a child's current level of functioning.

Language Evaluation
The Auditory and Visual Perceptual Functioning of the Child

This test is administered to each child individually by the teacher. The child participates in the testing and is given the opportunity to demonstrate his ability to perform at each of the tasks.

The test takes approximately 30 minutes to complete.

NOTE:

Some children may not be able to direct attention to the tasks for the required time. It is suggested that sittings be scheduled as follows:

First sitting:	Auditory Perception
Second sitting:	Visual Perception
Third sitting:	Syntactic Patterning
Fourth sitting:	Drawing

Before administering the tests, the examiner should be familiar with all of the directions and with each test itself.

The Test of Cognition

DIRECTIONS FOR ADMINISTERING:

The test is to be administered to each pupil individually.

Before beginning the testing, ask the child his name and his birthdate. Indicate his ability to respond by marking the record form with a "C" if he is able to respond, or an "X" if he is unable to respond.

The directions should be read to the pupil verbatim. If there seems to be any misunderstanding, the directions may be repeated or explained, but no help should be given on specific items.

The examiner should have a test booklet and an answer sheet to record the pupil's responses.

I. Auditory Perception

SAY TO THE PUPIL:

I am going to read some words to you - two words at a time. I want you to tell me whether the words are the same or different. Remember, if the two words are exactly the same, you say 'yes.' If they are not exactly the same, you say 'no.'

Let's try a few pairs for practice.

Man - man. Did I say the same words or two different words? Wait for the pupil to respond.

Let's try another one.

Hat - pat. Did I say the same word or two different words?

Be certain that the child understands the concept of the same and different.

The examiner should enunciate clearly and speak at a moderate rate.

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

The Test of Cognition

I. Auditory Perception (maximum 30 points)

A. Auditory Perception of Minimal Pairs

Recogntion of Vowel Differences (10 points)

1. fed fed____________
2. pin pen____________
3. main men____________
4. mad men____________
5. boy boy____________
6. time Tom____________
7. steer stare____________
8. new new____________
9. tour tore____________
10. book balk____________

Recognition of Differences Between Initial and Final Paired Consonant Sounds (10 points)

1. three free____________
2. ran ran____________
3. it's it____________
4. your you____________
5. moon noon____________
6. their they____________
7. missed missed____________
8. lake bake____________
9. tool too____________
10. I'll I'll____________

Comparison of Medial Consonants (10 points)

1. mother mother____________
2. meshing messing____________
3. sending sending____________
4. taking taping____________
5. telling telling____________
6. tested tested____________
7. walked walked____________
8. nothing nothing____________
9. wanting walking____________
10. testing tessing____________

B. Repetition of Auditory Stimulii (maximum 25 points)

1. Digits (5 points)

SAY TO THE PUPIL:

I am going to say a number. Say exactly what I say. Listen, say "2."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. 4 - 7____________
b. 6 - 4 - 1____________
c. 4 - 2 - 1 - 3____________
d. 3 - 1 - 8 - 5 - 9____________
e. 4 - 7 - 3 - 8 - 5____________

2. Nonsense Syllables (5 points)

SAY TO THE PUPIL:

I am going to say some sounds. Say exactly what I say. Listen, say "fap."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. wep____________________
b. tepper_________________
c. luppering______________
d. flufferingly___________
e. tifferinglier__________

3. Words (5 points)

SAY TO THE PUPIL:

I am going to say some words. Say exactly what I say. Listen, say "boy."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. girl___________________
b. mother_________________
c. neighbor_______________
d. valley_________________
e. armadillo______________

4. Phrases (5 points)

SAY TO THE PUPIL:

I am going to say groups of words. Say exactly what I say. Listen, say "a pretty girl."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. a glass of milk____________________
b. going home later___________________
c. a yellow school bus________________
d. the boy with the blue sweater______
e. the door with the exit sign________

5. Sentences (5 points)

SAY TO THE PUPIL:

I am going to say some sentences. Say exactly what I say. Listen, say "He runs."

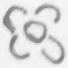
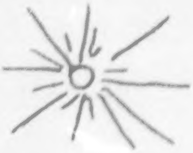
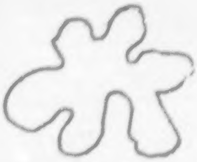
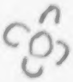
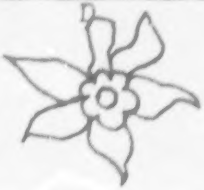
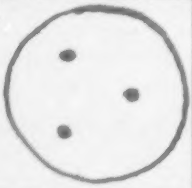
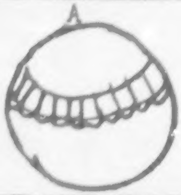
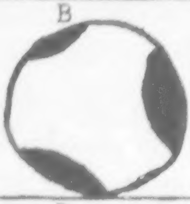
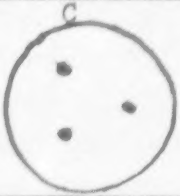
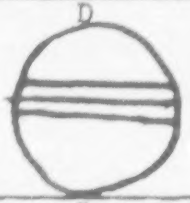
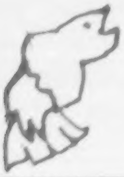
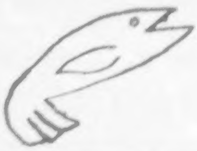
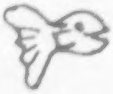
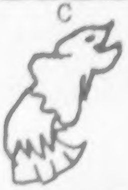
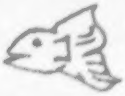
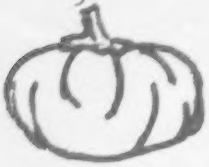
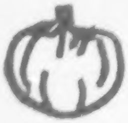
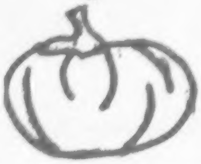
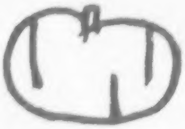
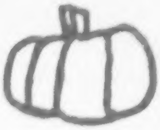
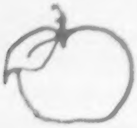
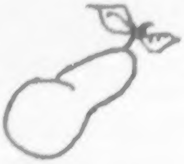
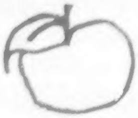
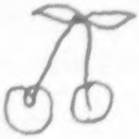
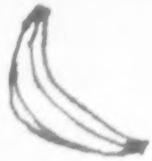
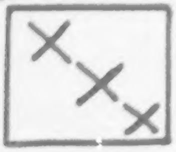
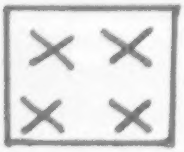
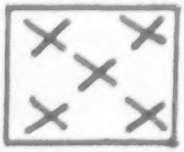
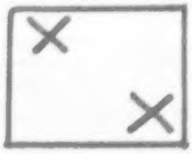
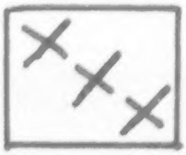
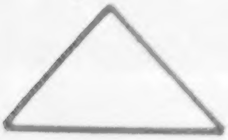
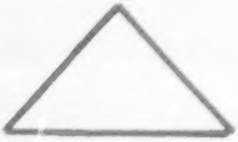
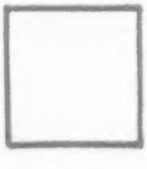
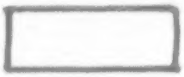
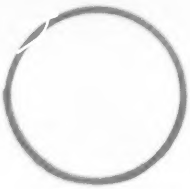
Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. The boy walked fast.______________
b. She has five cents to spend.______
c. My sister May is going to come home._____
d. Tell him to come into the room._ _______
e. I promise to try to do it. ___________

II. Visual Perception (Maximum 50 points)

A. Similarities (20 points)

Point to the picture on the left and say,
"Now show me the one over here (gesture toward the items on the right) that looks just like this one.

Example	A	B	C	D
				
1 				
2 				
3 				
4 				
5 				
6 				

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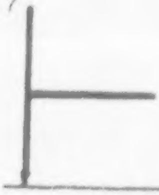
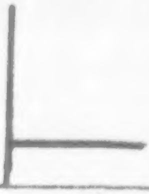
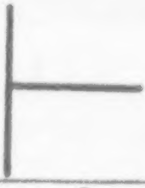
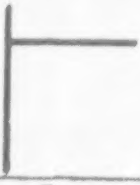
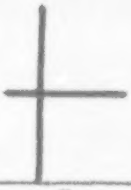
7 				
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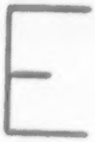
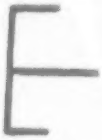
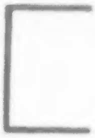
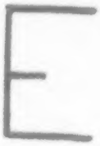
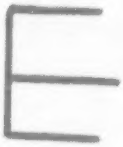
9 				
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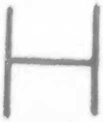
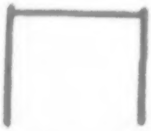
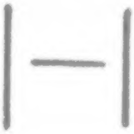
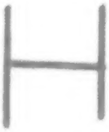
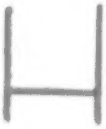
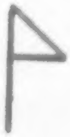
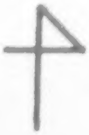
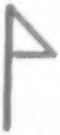
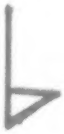
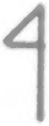
11 				
12 				
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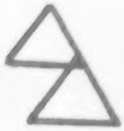
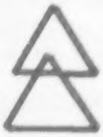
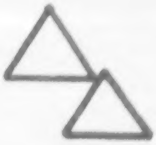
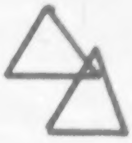
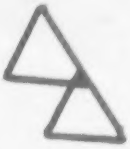
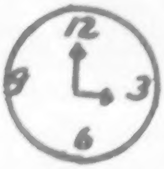
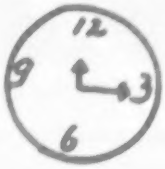
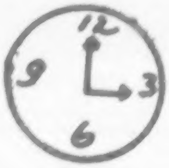
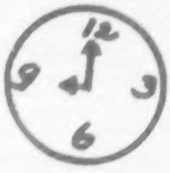
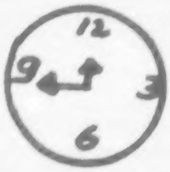
14 				
15 				
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17 saw	was	saw	aws	swa
18 they	the	they	them	then
19 did	bid	bed	did	dad
20 said	side	siad	sida	said

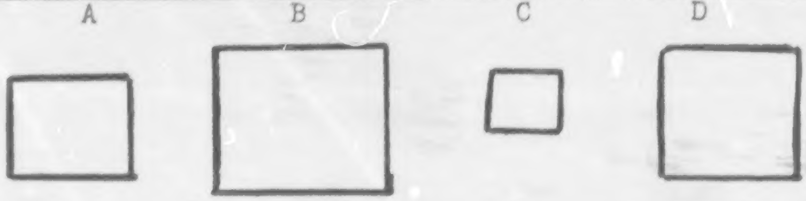
The Test of Cognition

II. Visual Perception (15 points)

B. Differences

Point to the pictures and say
"Now show me the one over here (gesture toward the items on right) that is the biggest one.

Example



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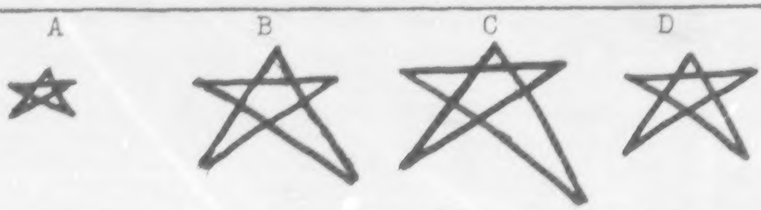

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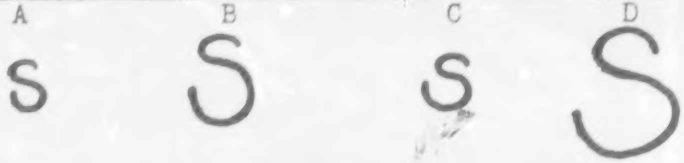

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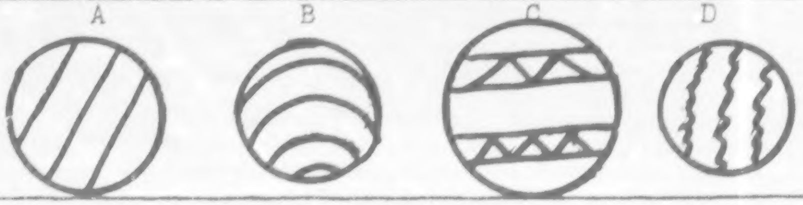
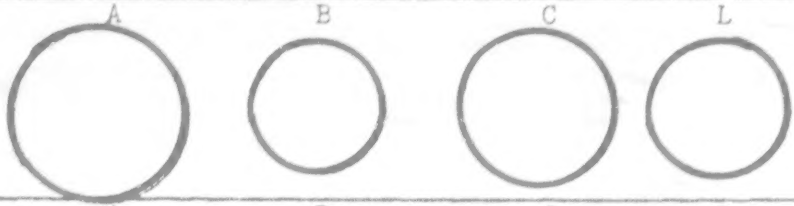


Point to the pictures, and say,
"Now show me the one over here (gesture toward the items on right) that is the smallest one.

4



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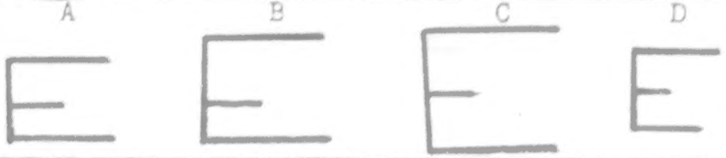
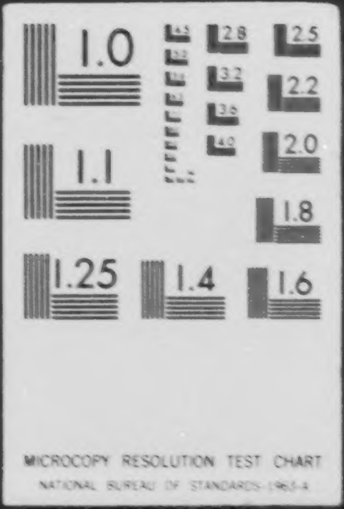


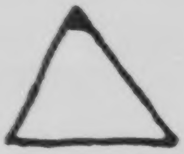
2 OF 2

ED094056


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others.

Example

A

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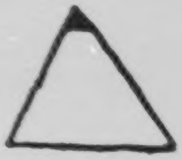
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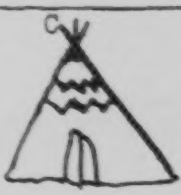
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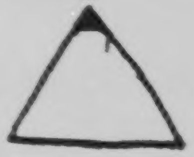

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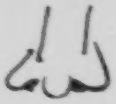
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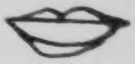
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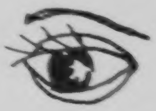
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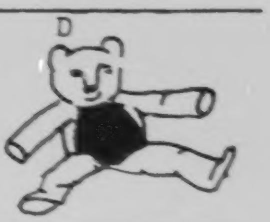

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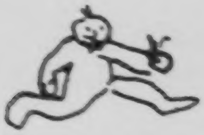
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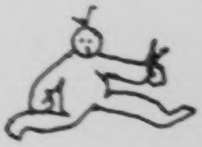
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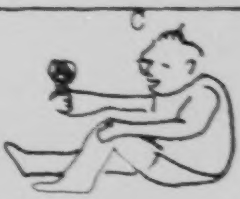
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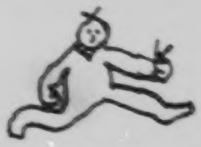

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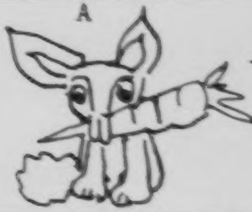
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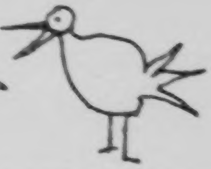
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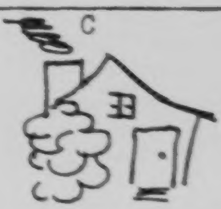
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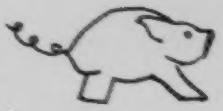

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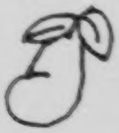
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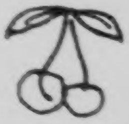
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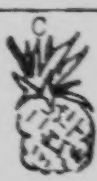
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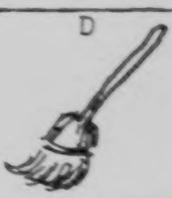

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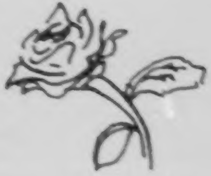
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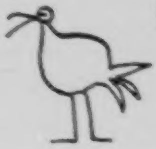
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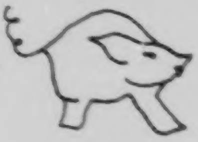
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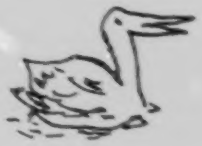

The Test of Cognition
Differences

Point to the pictures in each item, and say, "Now, show me which one of these does not look like the others."

Example

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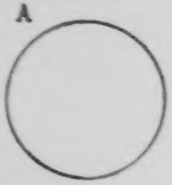
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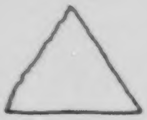
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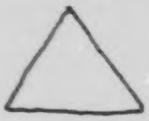
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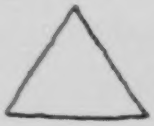

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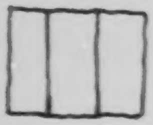
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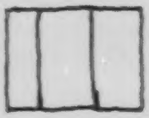
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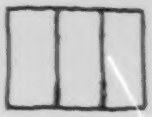
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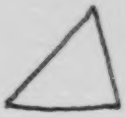

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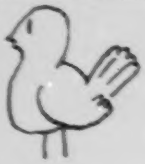
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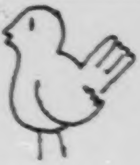
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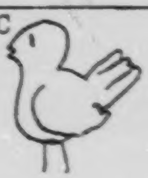
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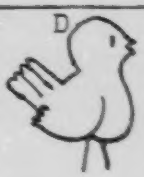

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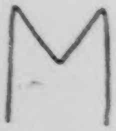
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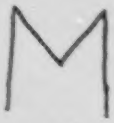
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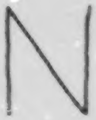
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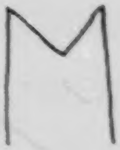

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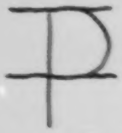
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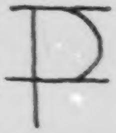
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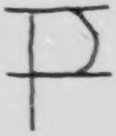
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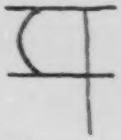

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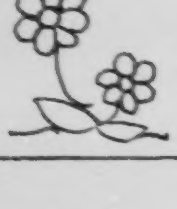
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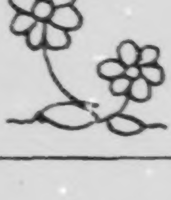
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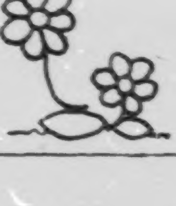
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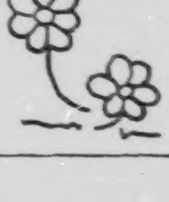
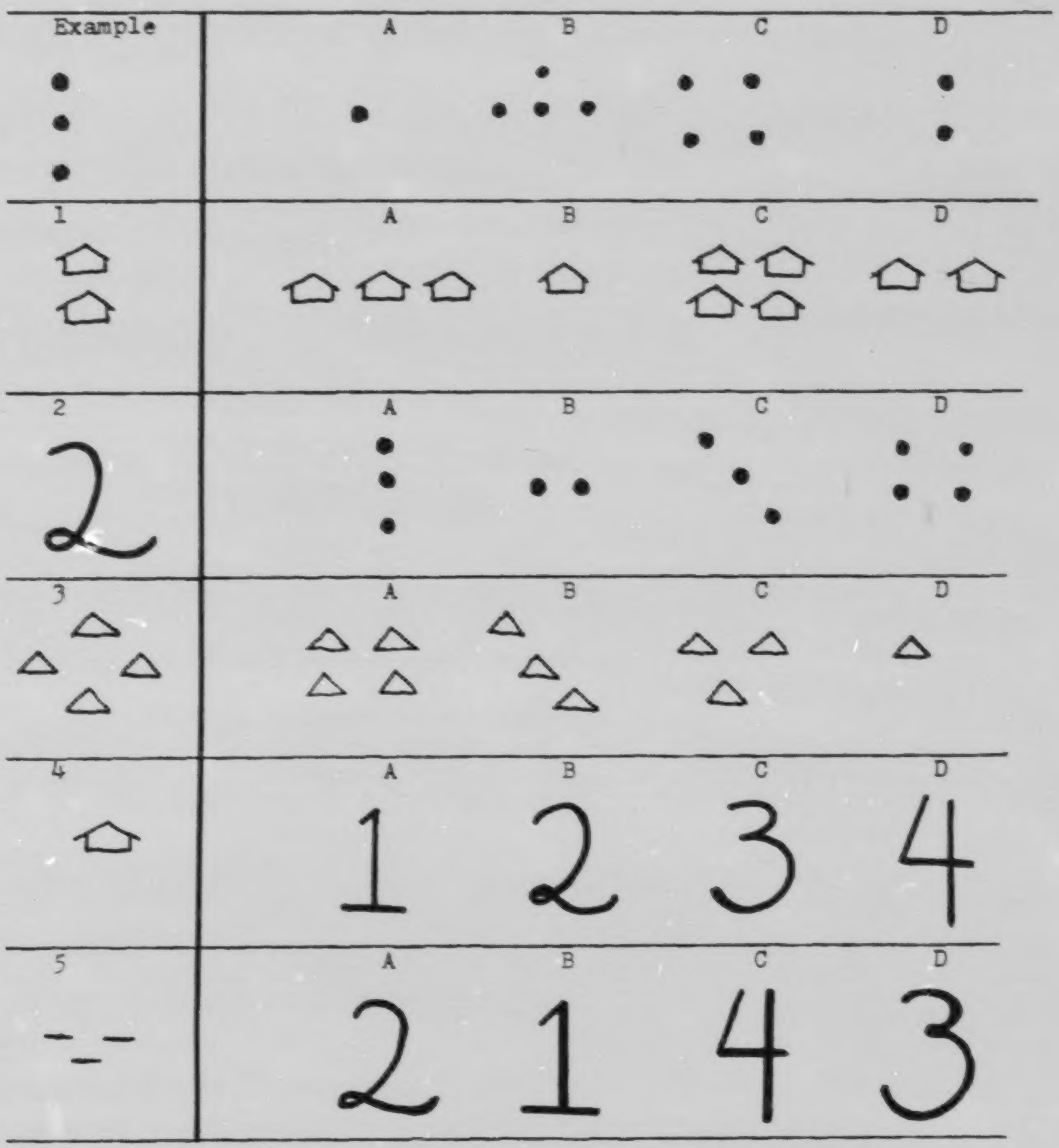


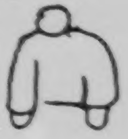
The Test of Cognition

C. Numerical Analogies (5 points)
Point to the picture on the left and say,
"Now show me the one over here (gesture toward the items on the right) that has the same number as this one."


Example
A
B
C
D
1
A
B
C
D
2
2
A
B
C
D
3
A
B
C
D
4
A
B
C
D
1
2
3
4
5
A
B
C
D
2
1
4
3

D. Missing Parts (5 points)
Point to the picture on the left and say,
"Now point to the one over here (gesture toward the items on the right) which belong to this one."

Example



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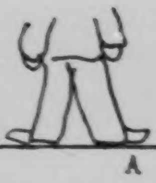

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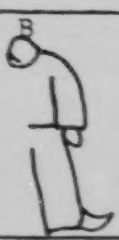

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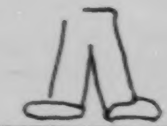

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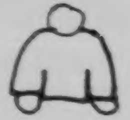

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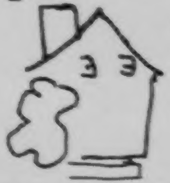

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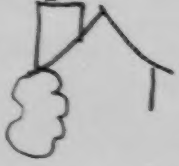

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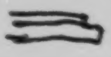

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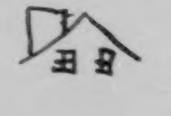

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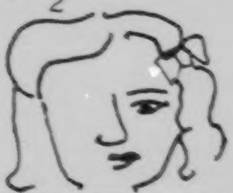

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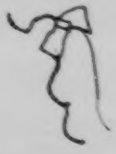

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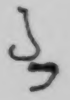

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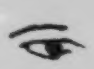

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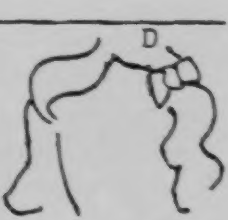

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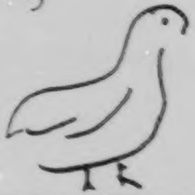

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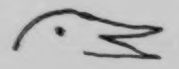

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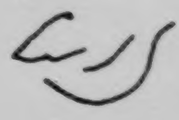

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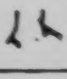

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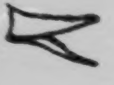

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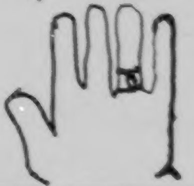

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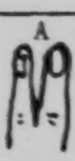

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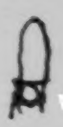

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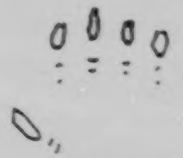

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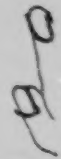

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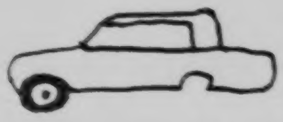

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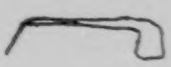

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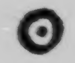

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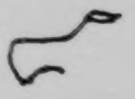

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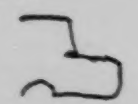

The Test of Cognition

E. Visual Perception of Words (5 points)

SAY TO THE PUPIL:

Show me the group of letters which is a word.
Point to the words in the example.

EXAMPLE:	big	qig	biig	pag
	A	B	C	D
1	nouse	house	honse	touse
	A	B	C	D
2	cam	came	cawe	emac
	A	B	C	D
3	ptay	play	piay	layp
	A	B	C	D
4	went	ment	weht	wenf
	A	B	C	D
5	wnere	where	wlere	wkere

III. Auditory and Visual Perception

Syntactic Screening (40 points)

SAY TO THE PUPIL:

Receptive: I am going to tell you about some pictures I shall show you. (Say a sentence fo each picture. e.g. The man has a ball. etc.) Point to the picture I tell you about. (Say one sentence at a time, as the child indicates which picture is being referred to.)
Demonstrate all the receptive pictures first. The asterisk which follows one of the pairs of sentences should be elicited first from the child.)
Score: 1 for each correct indication, 2 if both are correct.

Expressive: Now I shall tell you about some other pictures, and when I point to the picture you will tell me what I told you about the picture. (Say each of the sentences Then the sentence with the asterisk is elicited from the child first. The examiner points to the picture, and the child tells about the picture.)
Score: 1 for each correct repetition, 2 if both sentences are correct. No errors. Errors include omissions, substitutions, additions, changes in words or in order of words, but not contractions, e.g. we're for we are.

Receptive

1. The truck is on the table. _____
   The truck is under the table.* _____
2. The girl is standing.* _____
   The girl is not standing. _____
3. The girl sees the boy. _____
   The girl sees the boys.* _____
4. The dog sees himself.* _____
   The dog sees the shelf. _____
5. The wagon hits the train. _____
   The train hits the wagon.* _____
6. This is a mother bird.* _____
   This is Mother's bird. _____
7. The boy walked. _____
   The boy walks.* _____
8. Has John finished lunch?* _____
   John has finished lunch. _____
9. This is my coat.* _____
   That is my coat. _____
10. The man shows the boy the dog. _____
    The man shows the dog the boy.* _____

Expressive

1. The boy is drinking.* _____
   The boy is not drinking. _____
2. The ball is behind the chair. _____
   The ball is under the chair.* _____
3. The dog chases the cat.* _____
   The cat chases the dog. _____
4. The cat sees the bird. _____
   The cat sees the birds.* _____
5. The man washes himself.* _____
   The man washes the shelf. _____
6. This is a baby elephant. _____
   This is Baby's elephant.* _____
7. The girl skipped.* _____
   The girl skips. _____
8. The book is on the shelf. _____
   Is the book on the shelf?* _____
9. That is my ball.* _____
   This is my ball. _____
10. The mother brings the brother the sister.* _____
    The mother brings the sister the brother. _____

The Test of Cognition

IV. Visual - Kinethetic

A. Drawing Geometric Figures (maximum 9 points)

The examiner has three 3 x 5 cards.
One card has a circle. (3)
One card has a square. (3)
One card has a diamond. (3)

Each figure is to be presented to the child separately. On a blank sheet of paper the child is directed to copy the design. All three designs are to appear on one sheet of paper.

SAY TO THE PUPIL:

Look at this picture. Now make one just like mine on your paper.

B. Drawing a Figure

Direct the child to turn over the paper on which he had drawn the geometric figures. Have a boy draw a picture of a boy and a girl draw a picture of a girl.

SAY TO THE PUPIL:

I want you to make a picture of a boy (or girl). Be sure to make a picture of the whole boy (or girl).

The Test of Cognition

DIRECTIONS FOR ADMINISTERING:

The test is to be administered to each pupil individually.

Before beginning the testing, ask the child his name and his birthdate. Indicate his ability to respond by marking the record form with a "C" if he is able to respond, or an "X" if he is unable to respond.

The directions should be read to the pupil verbatim. If there seems to be any misunderstanding, the directions may be repeated or explained, but no help should be given on specific items.

The examiner should have a test booklet and an answer sheet to record the pupil's responses.

I. Auditory Perception

SAY TO THE PUPIL:

I am going to read some words to you--two words at a time. I want you to tell me whether the words are the same or different. Remember, if the two words are exactly the same, you say "yes." If they are not exactly the same, you say "no."

Let's try a few pairs for practice.

Man - man. Did I say the same words or two different words? Wait for the pupil to respond.

Let's try another one.

Hat - pat. Did I say the same word or two different words?

Be certain that the child understands the concept of the same and different.

The examiner should enunciate clearly and speak at a moderate rate.

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

I. Auditory Perception (maximum 30 points)

A. Auditory Perception of Minimal Pairs

Recognition of Vowel Differences (10 points)

1. fed fed ____________
2. pin pen ____________
3. main men ____________
4. mad men ____________
5. boy boy ____________
6. time Tom ____________
7. steer stare ____________
8. new new ____________
9. tour tore ____________
10. book balk ____________

Recognition of Differences Between Initial and Final Paired Consonant Sounds (10 points)

1. three free ____________
2. ran ran ____________
3. it's it ____________
4. your you ____________
5. moon noon ____________
6. their they ____________
7. missed missed ____________
8. lake bake ____________
9. tool too ____________
10. I'll I'll ____________

Comparison of Medial Consonants (10 points)

1. mother mother ____________
2. meshing messing ____________
3. sending sending ____________
4. taking taping ____________
5. telling telling ____________
6. tested tested ____________
7. walked walked ____________
8. nothing nothing ____________
9. wanting walking ____________
10. testing tessing ____________

B. Repetition of Auditory Stimuli (maximum 25 points)

1. Digits (5 points)

SAY TO THE PUPIL:

I am going to say a number. Say exactly what I say. Listen, say "2."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. 4 - 7 ____________
b. 6 - 4 - 1 ____________
c. 4 - 2 - 1 - 3 ____________
d. 3 - 1 - 8 - 5 - 9 ____________
e. 4 - 7 - 3 - 8 - 5 ____________

2. Nonsense Syllables (5 points)

SAY TO THE PUPIL:

I am going to say some sounds. Say exactly what I say. Listen, say "fap."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. wep ____________
b. tepper ____________
c. luppering ____________
d. flufferingly ____________
e. tifferinglier ____________

3. Words (5 points)

SAY TO THE PUPIL:

I am going to say some words. Say exactly what I say. Listen, say "boy."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. girl____________________
b. mother__________________
c. neighbor________________
d. valley__________________
e. armadillo_______________

4. Phrases (5 points)

SAY TO THE PUPIL:

I am going to say groups of words. Say exactly what I say. Listen, say "a pretty girl."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. a glass of milk___________________
b. going home later__________________
c. a yellow school bus_______________
d. the boy with the blue sweater______
e. the door with the exit sign________

5. Sentences (5 points)

SAY TO THE PUPIL:

I am going to say some sentences. Say exactly what I say. Listen, say "He runs."

Mark "C" on the answer sheet if correct.
Mark "X" on the answer sheet if incorrect.

a. The boy walked fast.____________________
b. She has five cents to spend.____________
c. My sister May is going to come home.______
d. Tell him to come into the room.__________
e. I promise to try to do it._______________

E. Visual Perception of Words (5 points)

SAY TO THE PUPIL:

Show me the group of letters which is a word.
Point to the words in the example.

EXAMPLE:	big	qip	biig	pag
1	A nouse	B house	C honse	D touse
2	A cam	B came	C cawe	D emac
3	A ptay	B play	C piay	D layp
4	A went	B ment	C weht	D wenf
5	A wnere	B where	C wlere	D wkere

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The girl sees the boys.*____

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7. The boy walked.____
The boy walks.*____

8. Has John finished lunch?*____
John has finished lunch.____

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10. The man shows the boy the dog.____
The man shows the dog the boy.*____

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The boy is not drinking.____

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The cat sees the birds.*____

5. The man washes himself.*____
The man washes the shelf.____

6. This is a baby elephant.____
This is Baby's elephant.*____

7. The girl skipped.*____
The girl skips.____

8. The book is on the shelf.____
Is the book on the shelf?*____

9. That is my ball.*____
This is my ball.____

10. The mother brings the brother the sister.*____
The mother brings the sister the brother.____

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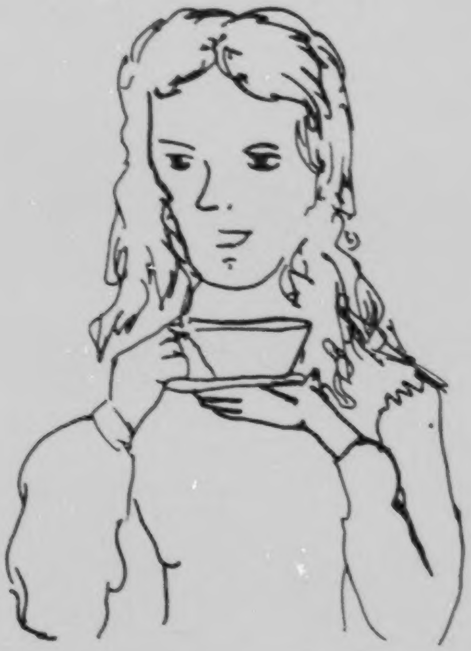
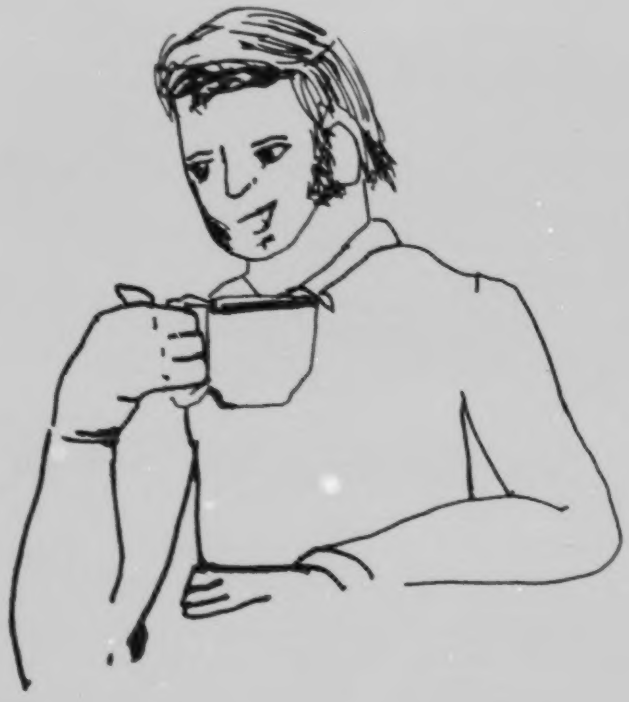
SAY TO THE PUPIL:

I want you to make a picture of a boy (or girl). Be sure to make a picture of the whole boy (or girl).

DEMONSTRATION PAGE EXPRESSIVE





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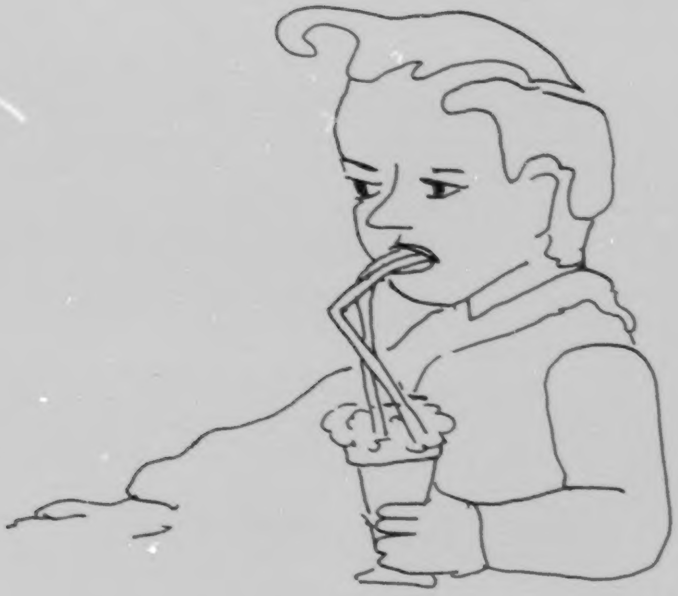

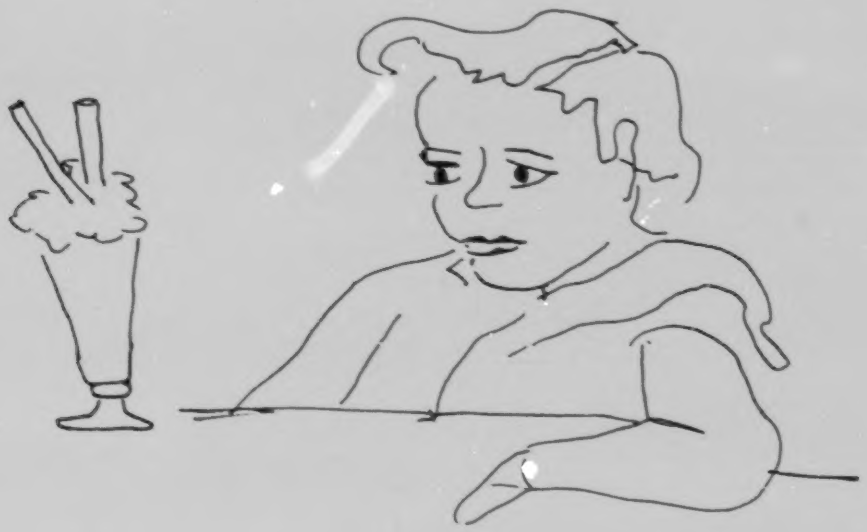

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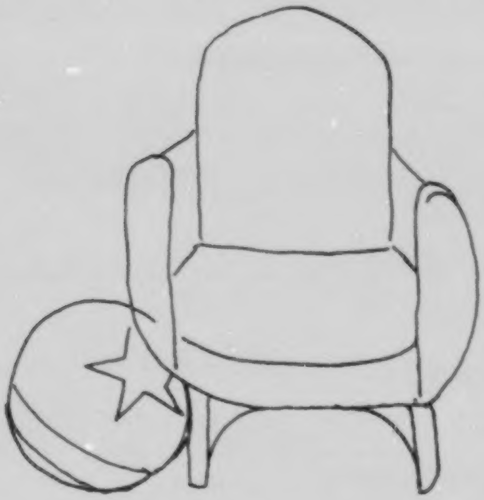

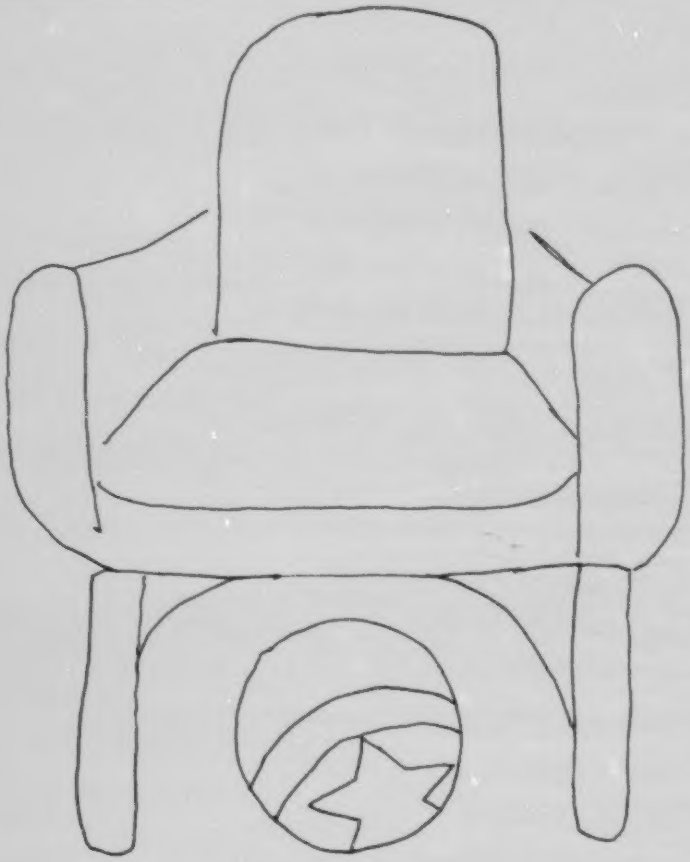

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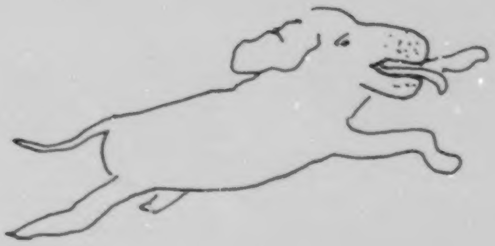

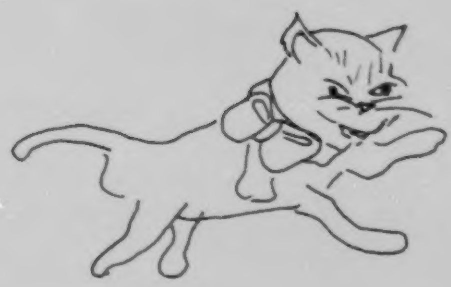

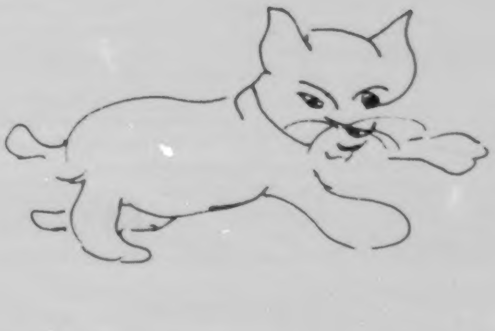

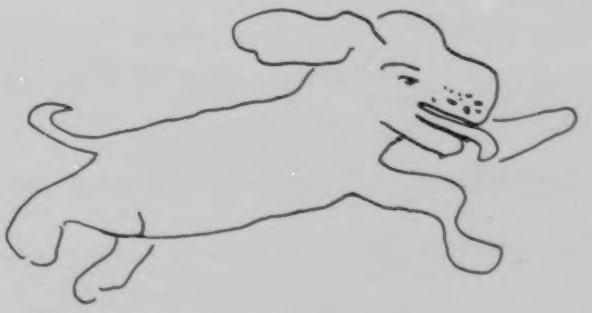

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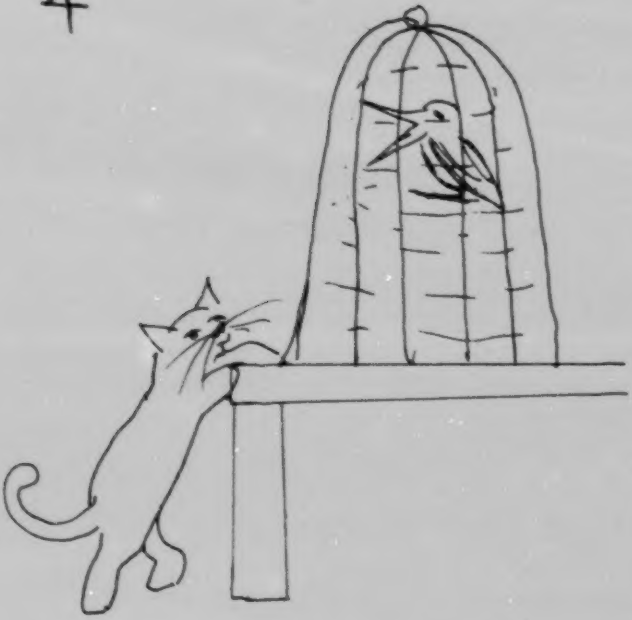

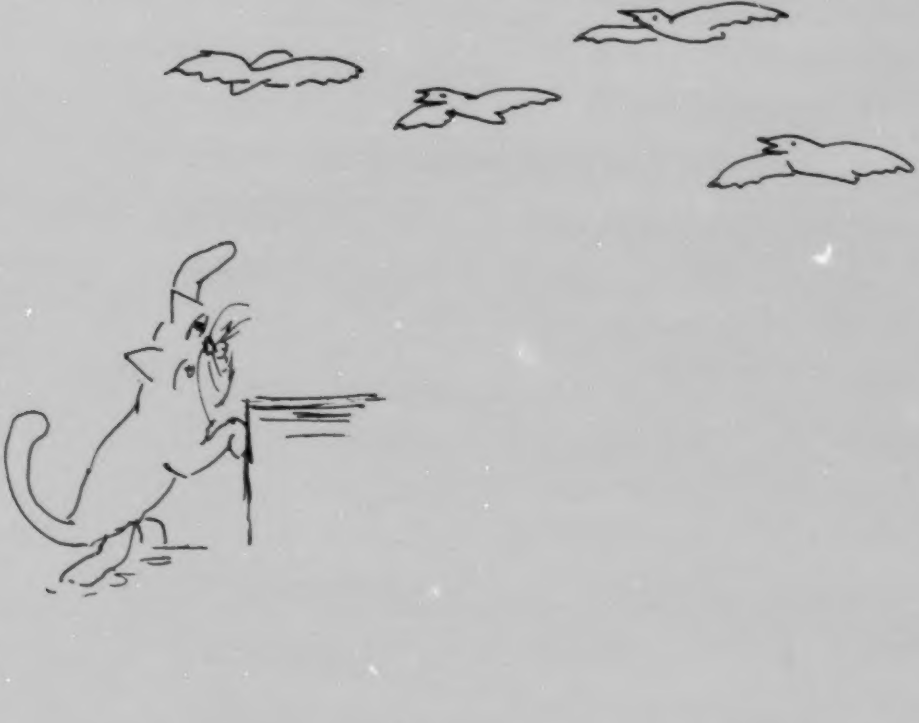

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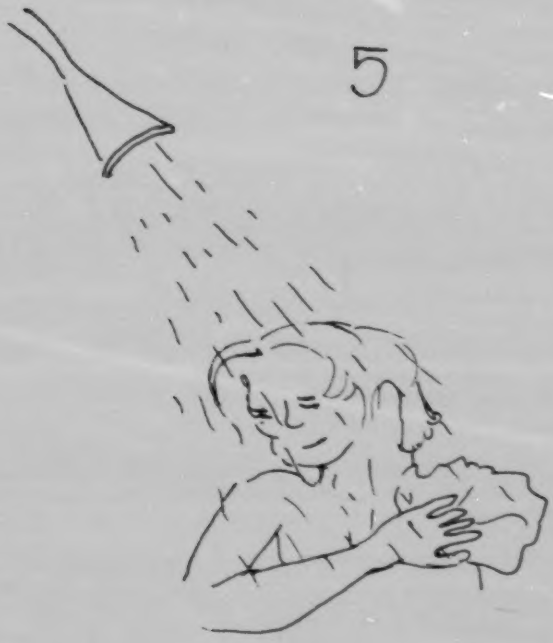

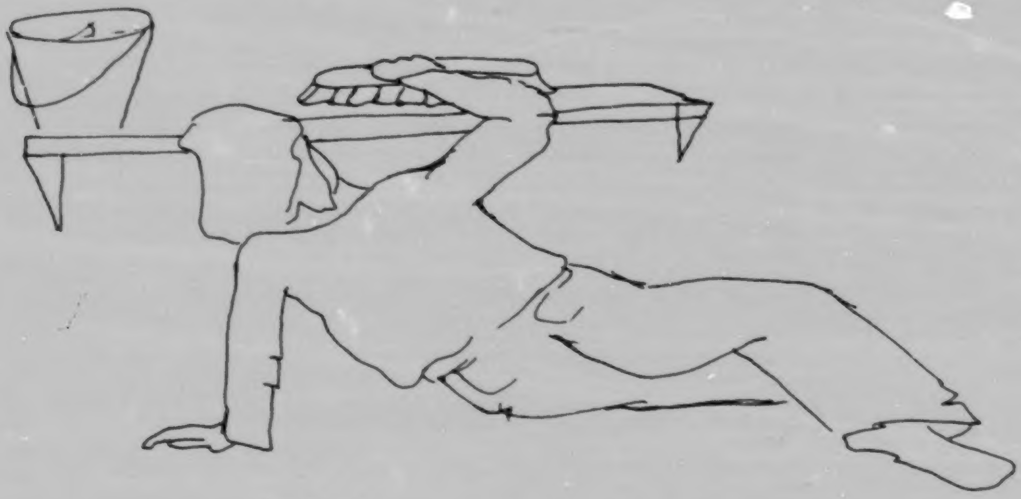

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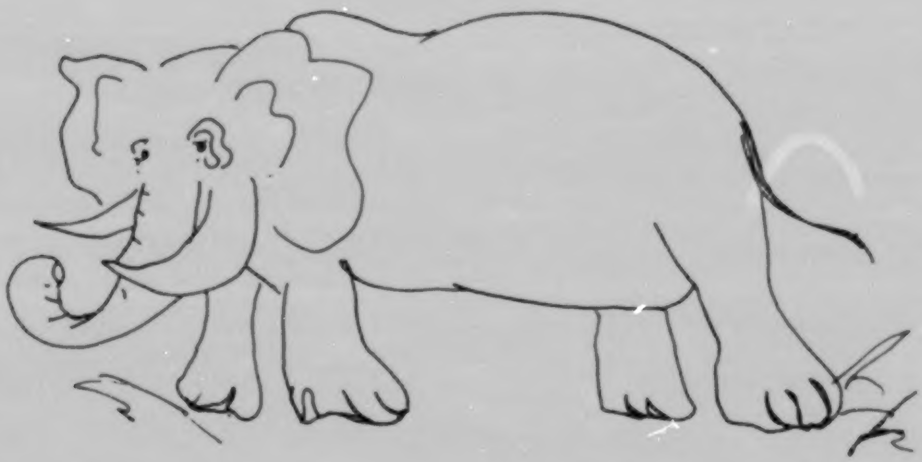

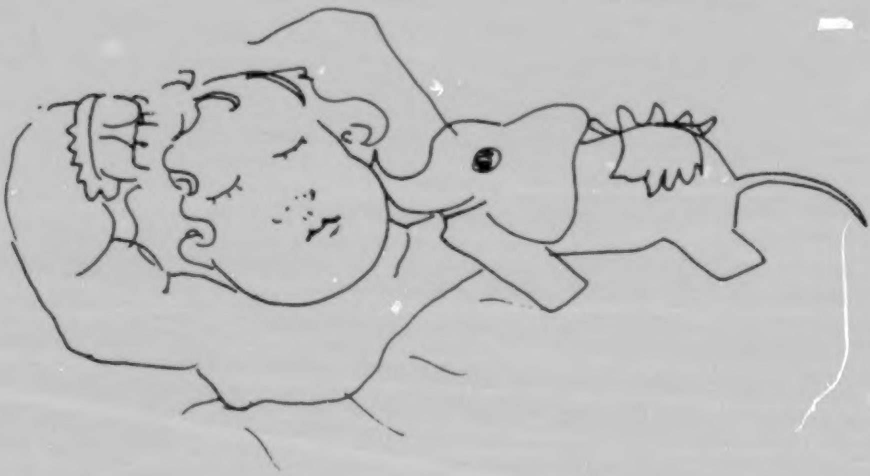

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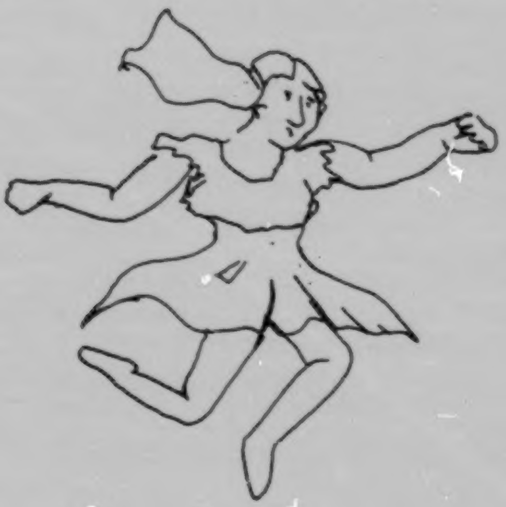

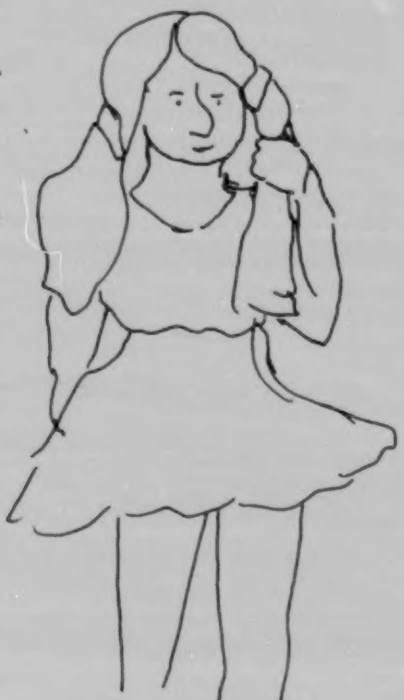

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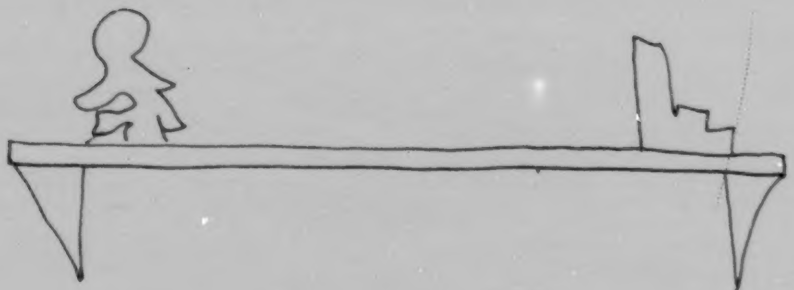

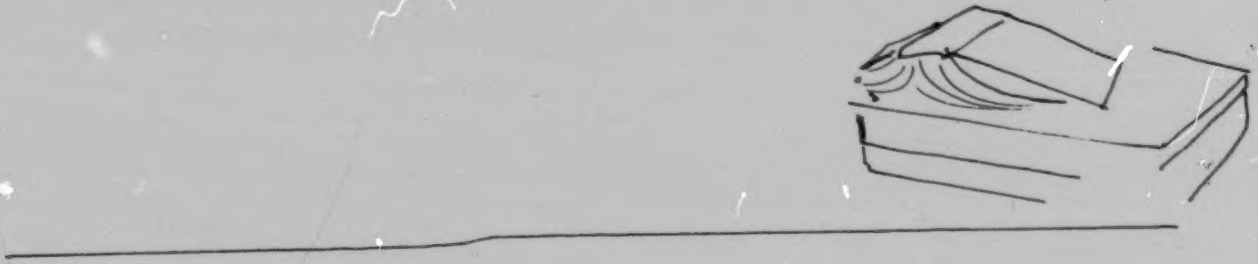

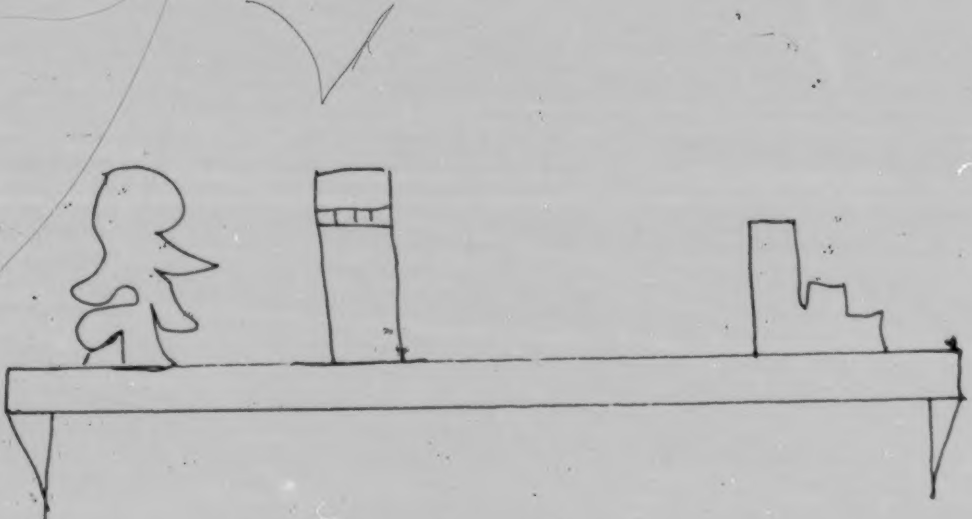

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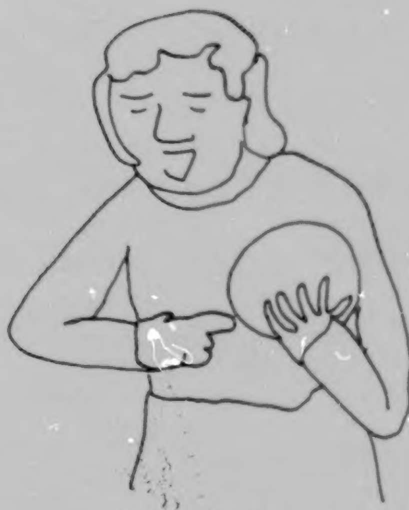

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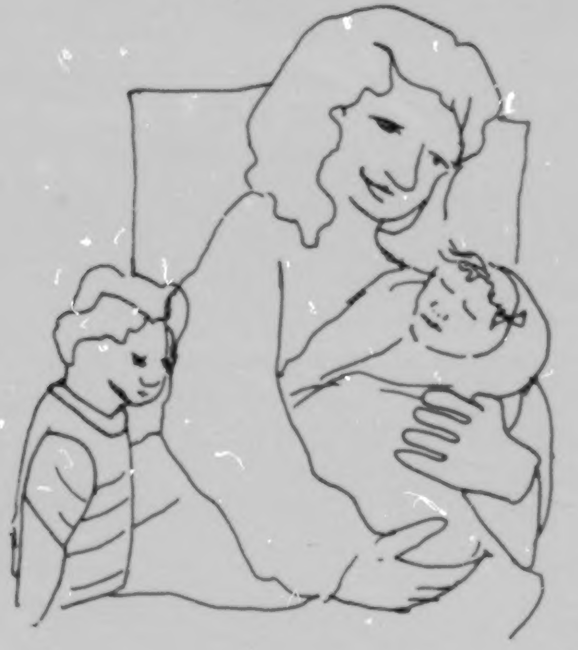

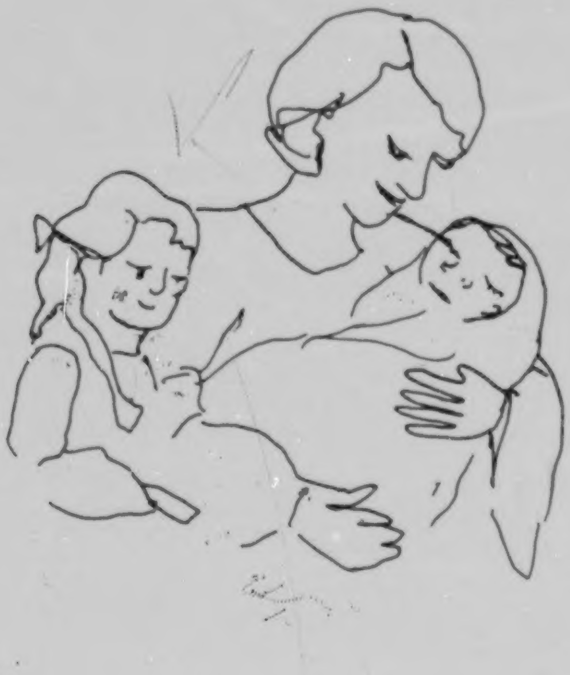

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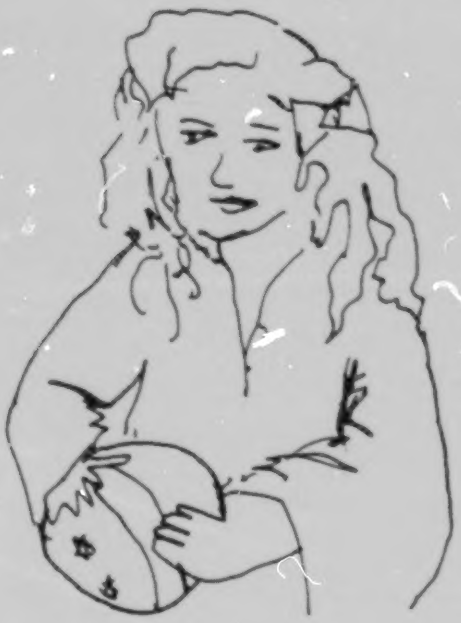

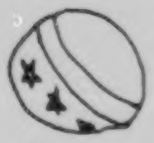

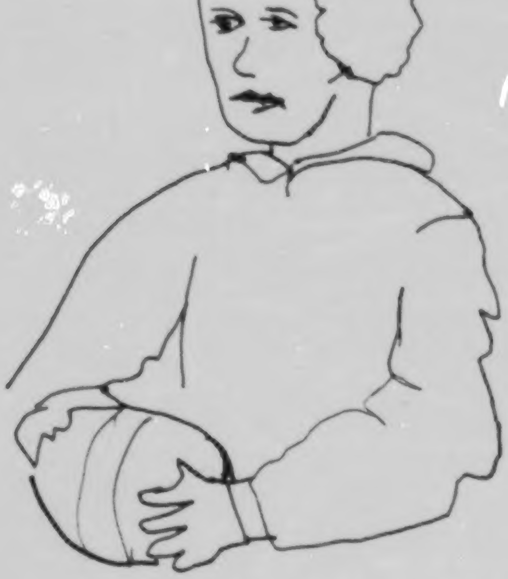

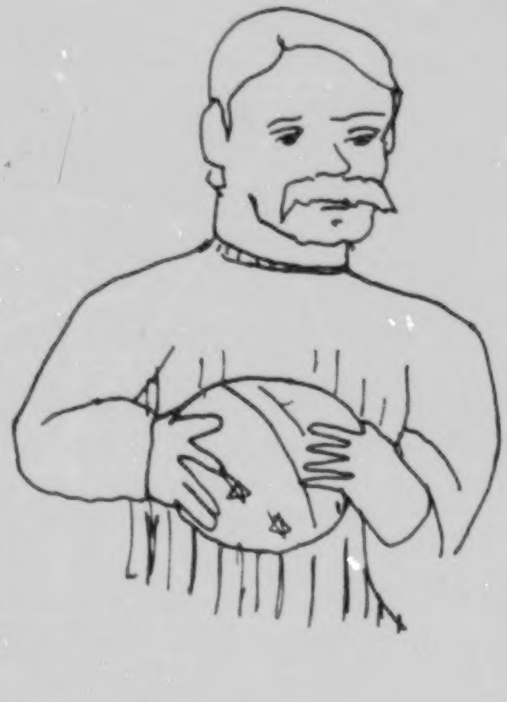

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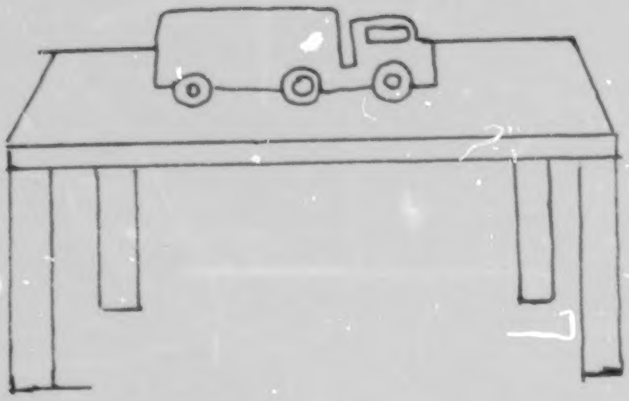

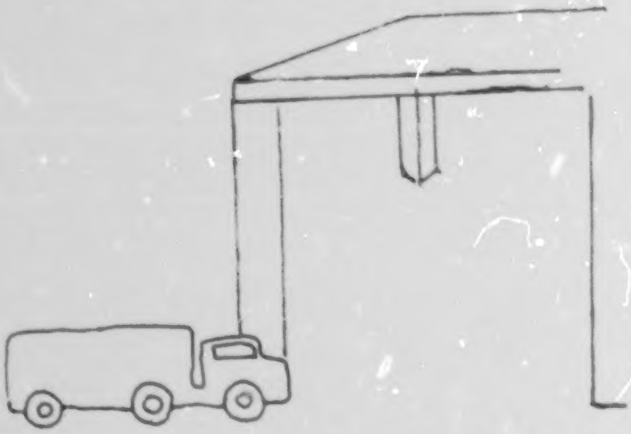

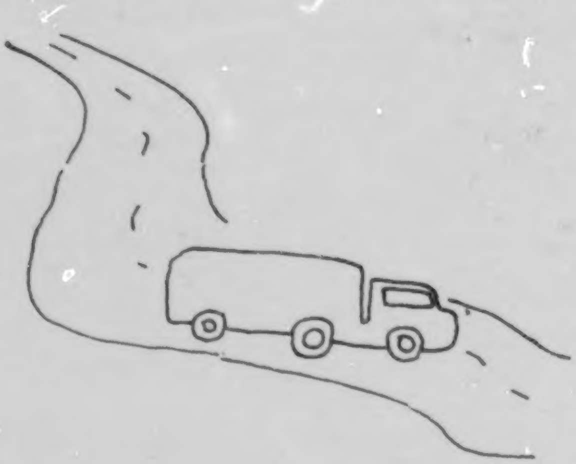

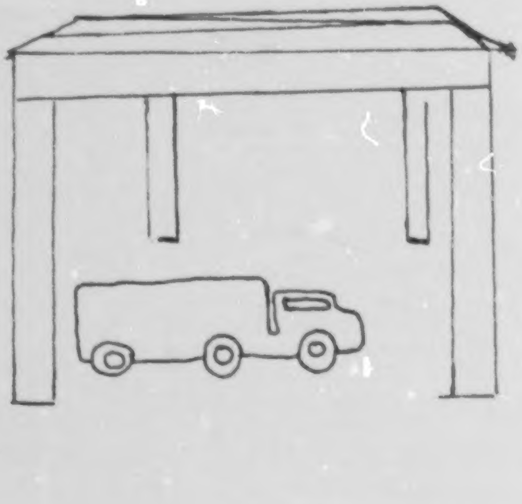

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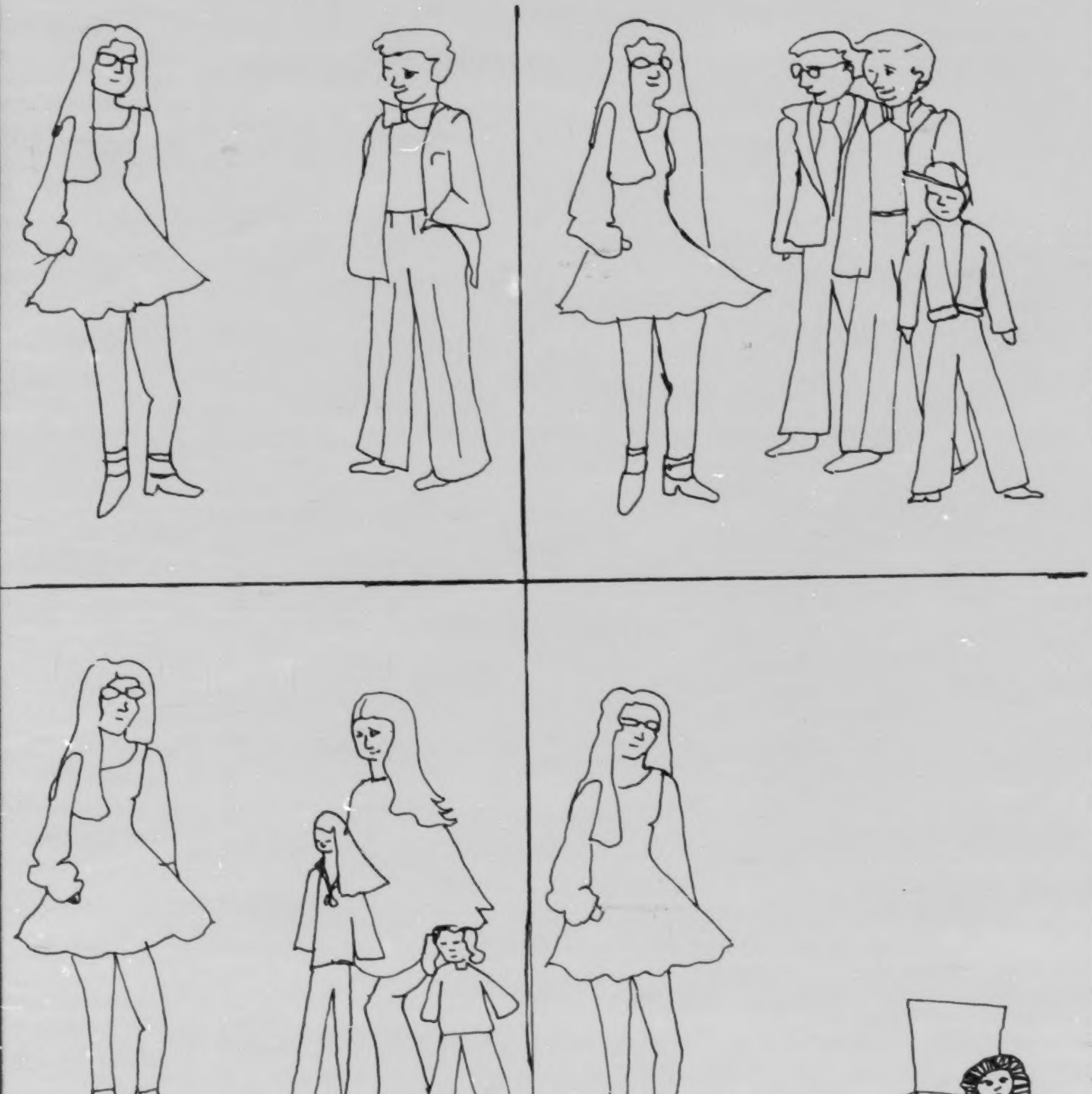

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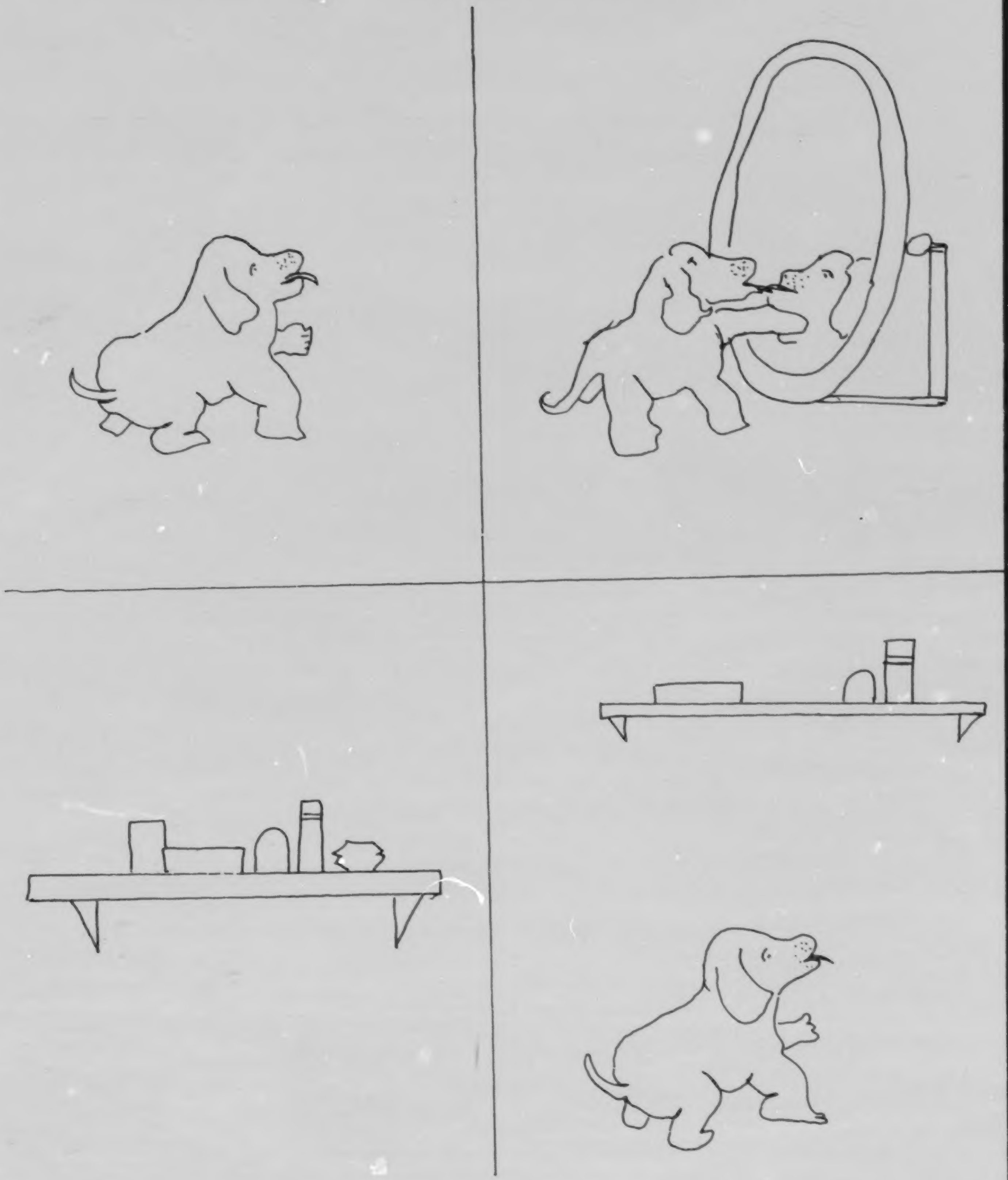

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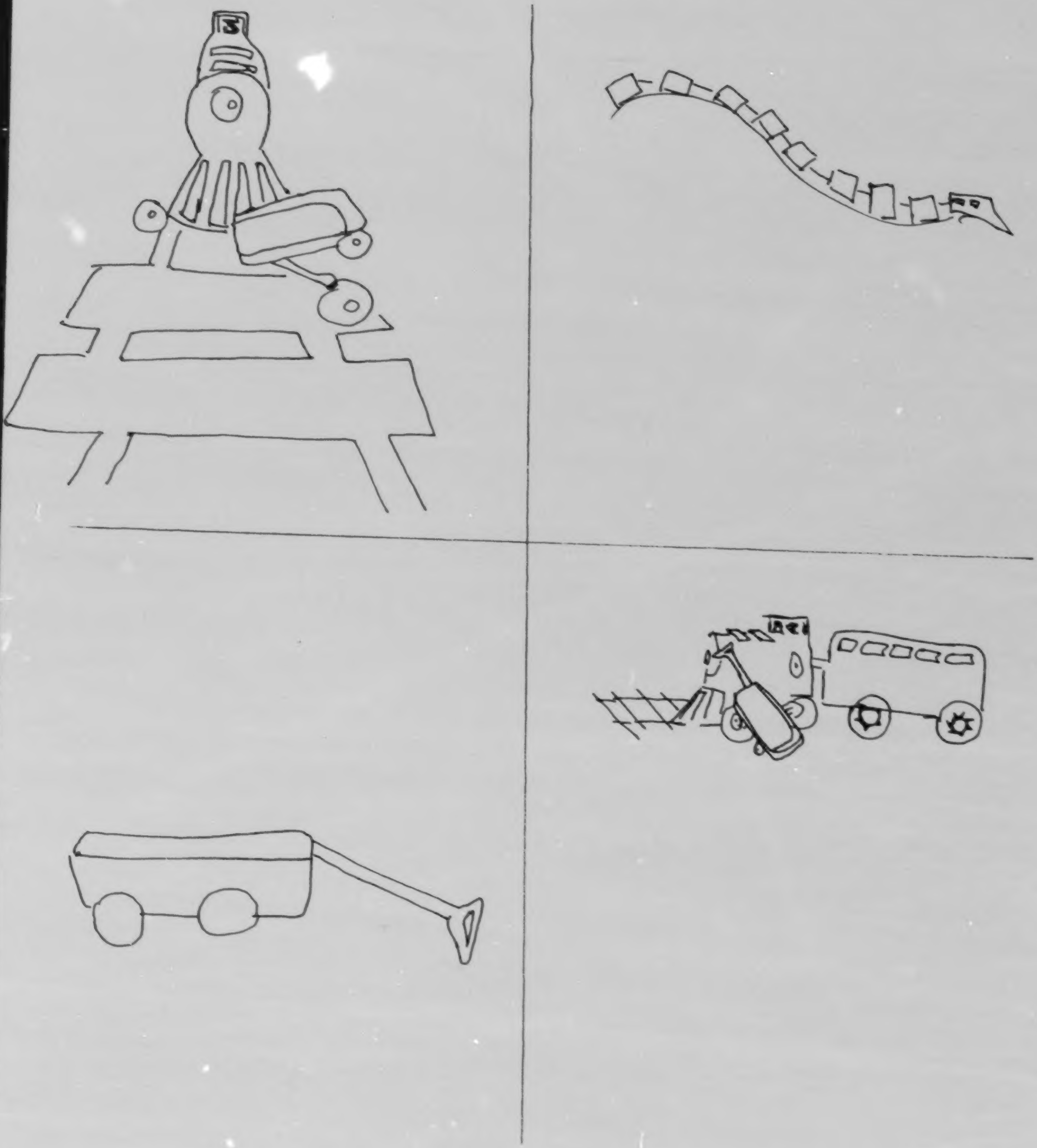

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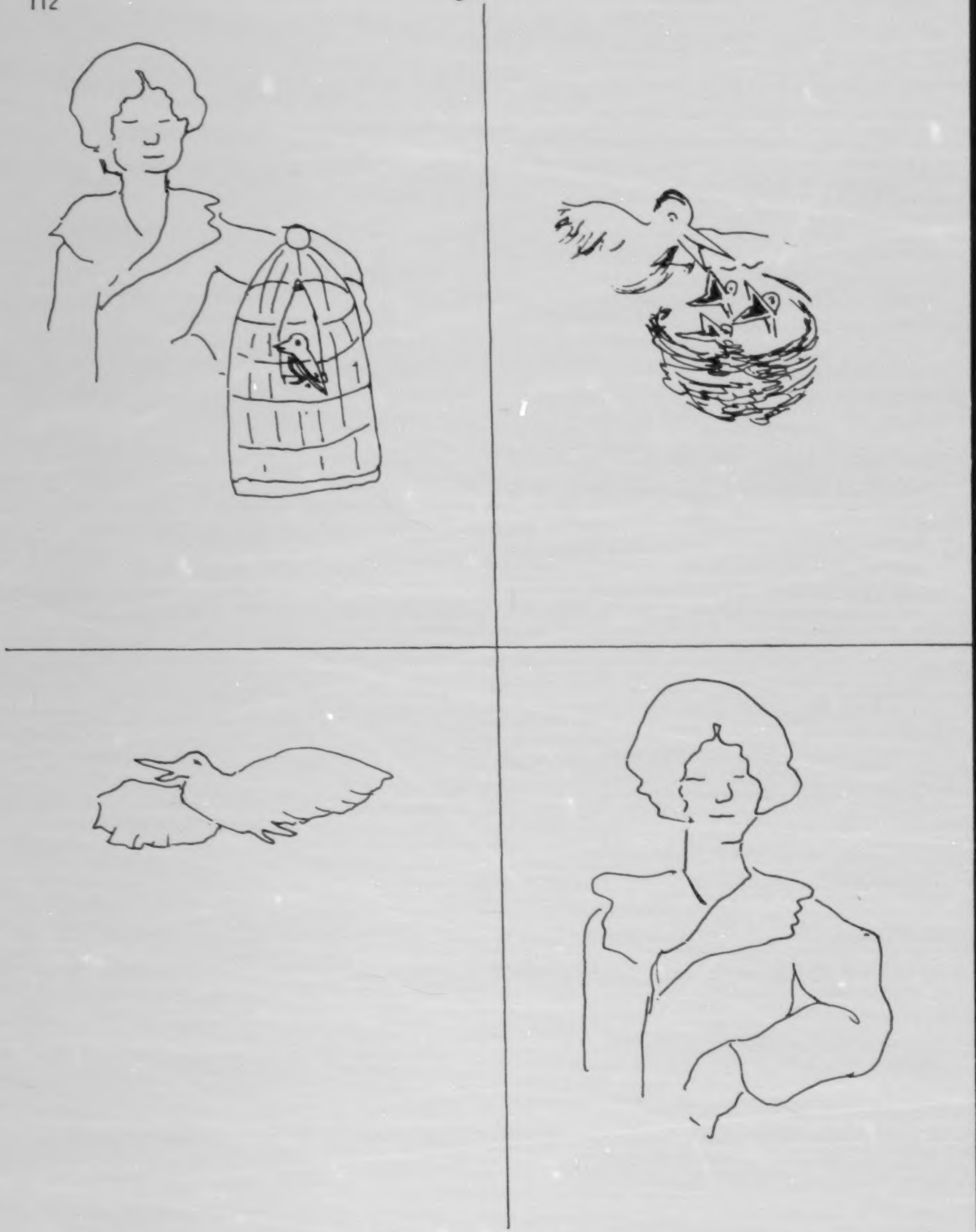

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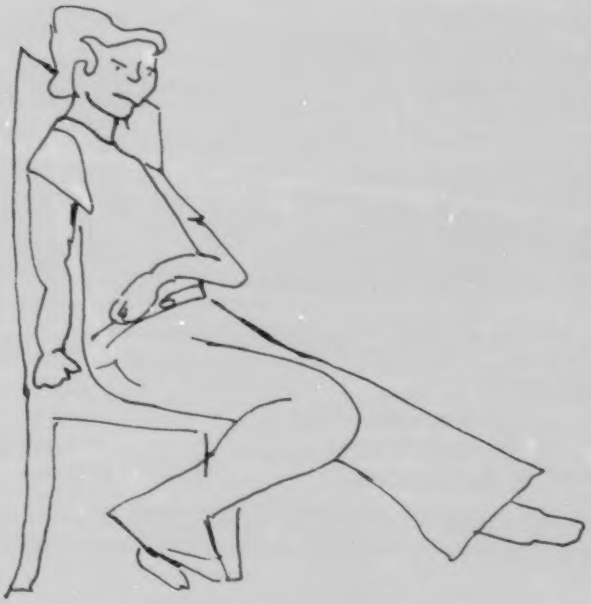

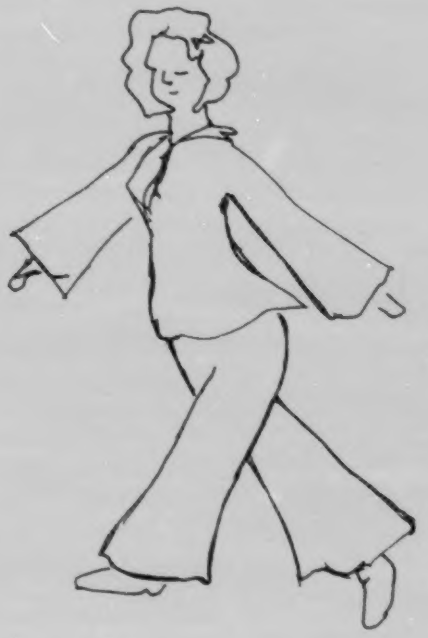

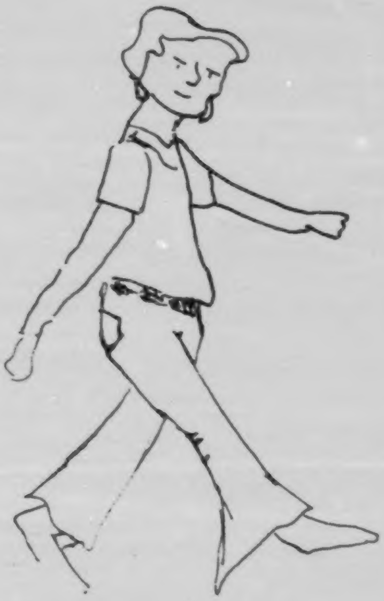

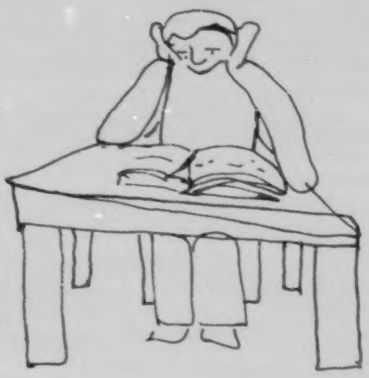

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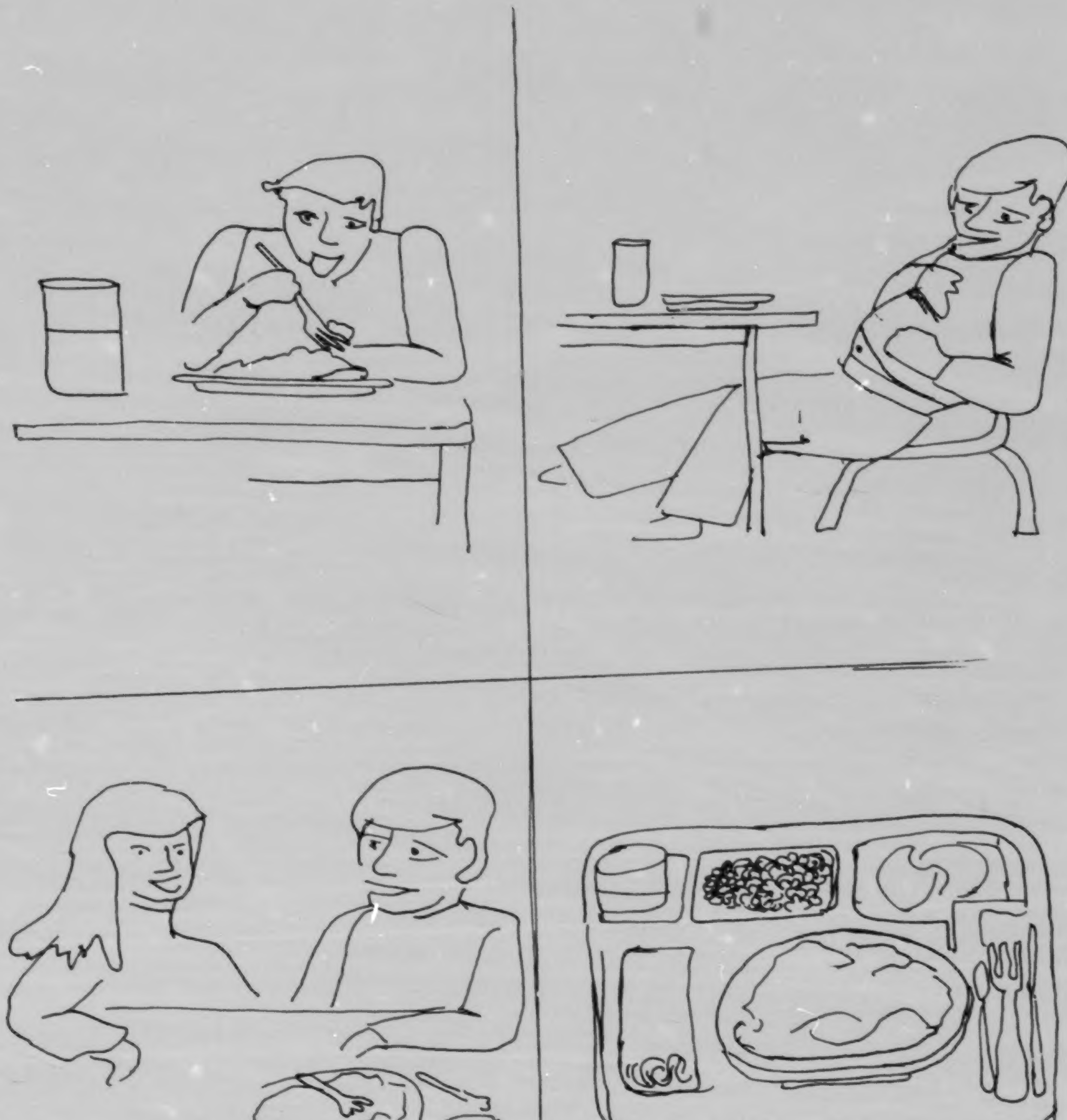

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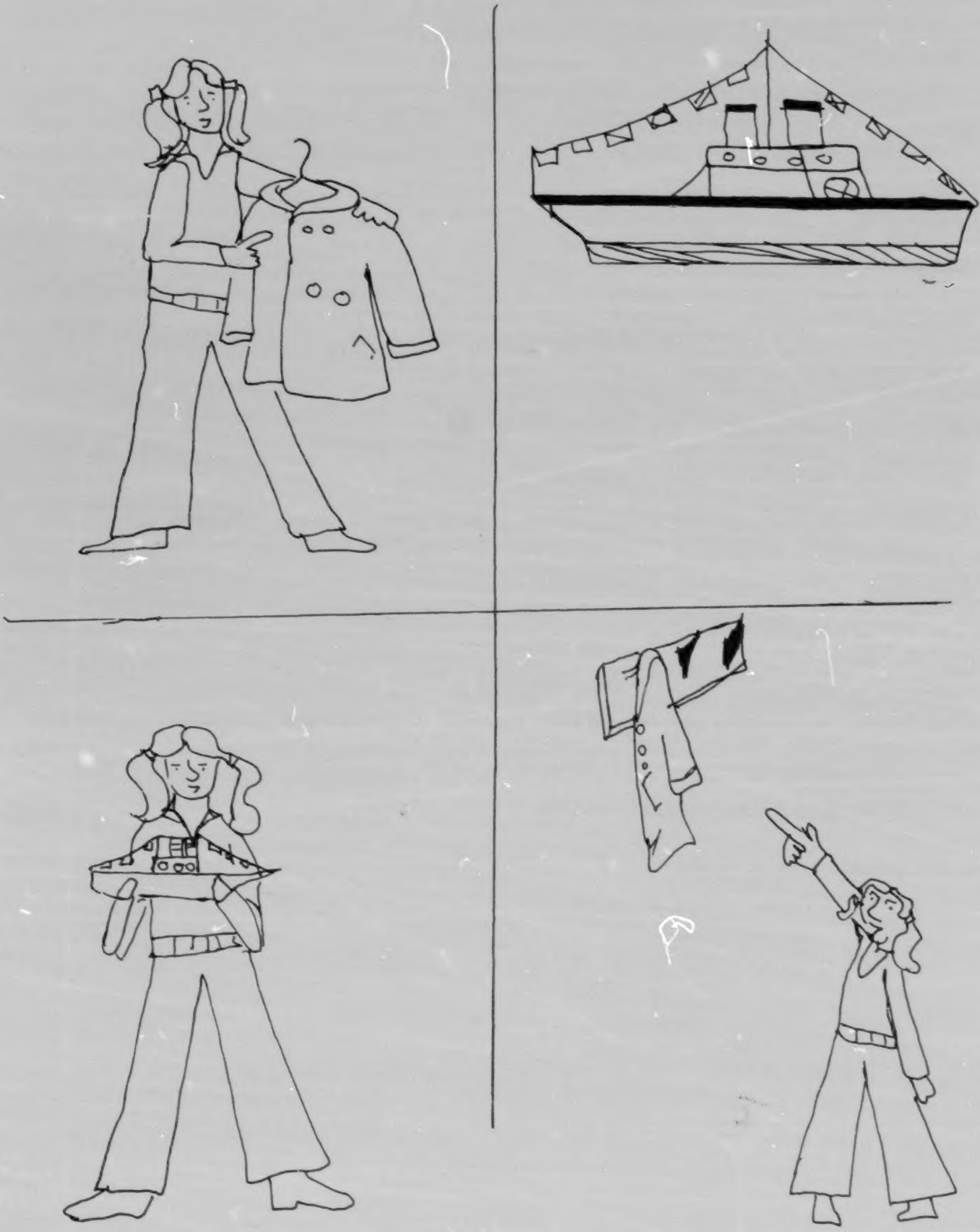

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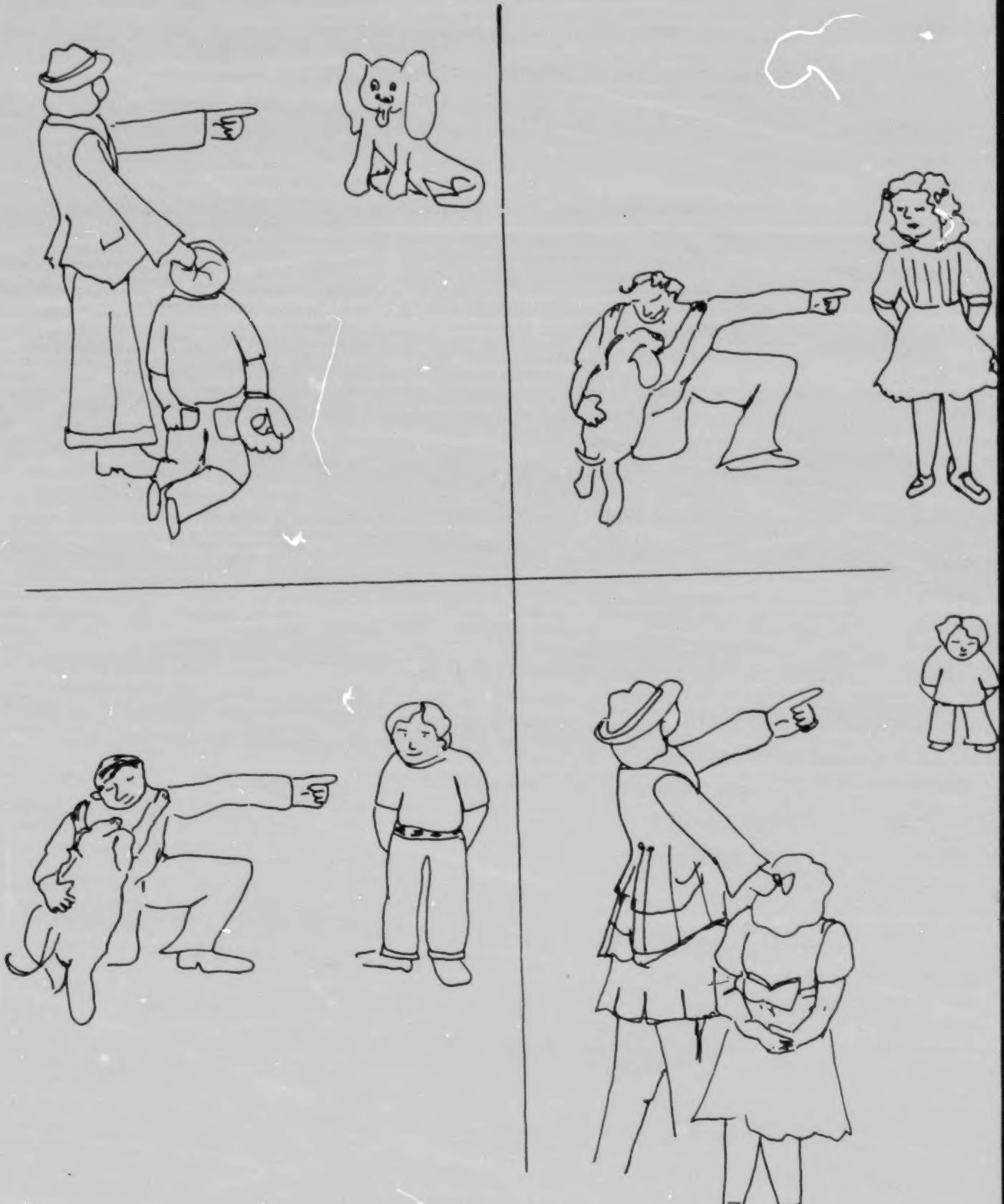

TEACHING & LEARNING

Appendix C

IMPROVING INSTRUCTION AND
SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PROGRAM ASSESSMENT FORM

School: ______________________ Date: ______________

Teacher: _____________________ Age of Pupils: ________

Number of Pupils Enrolled: ____________ Present: __________

I. Description of Program

1. Indicate the type of pupil which the program is serving.

2. Describe, generally, the program which is being provided for this type of pupil.

II. Physical Setting

1. How appropriate is the physical setting for the pupils?

2. Given the physical conditions, how does teacher use available space in order to facilitate learning activities?

3. Is there a variety of vocational equipment for the shop program? Describe the equipment.

IMPROVING INSTRUCTION AND
SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PROGRAM ASSESSMENT FORM

III. Equipment and Materials

1. What commercial materials were used or were available in the room during your observation?

   ____

   ____

2. What teacher or pupil-made materials were used or available for use?

   ____

   ____

IV. Curriculum Experience

1. Indicate the nature of any learning experiences and the interaction among pupils, between teacher and pupils, etc., which you observed.

   ____

   ____

2. To what extent is teacher able to get pupils to participate in academic learning experience?

   ____

   ____

3. To what extent does the teacher build upon pupils' previous experience?

   ____

   ____

4. To what extent does the teacher maintain and develop rapport?

   ____

   ____

5. To what extent does the teacher provide individual differences?

6. To what extent does the teacher show evidence of favoritism?

V. Social and Emotional Development

1. To what extent does teacher stimulate pupils' positive relationship with peers and adults?

2. Does the teacher seem to understand the dynamics of the student and is her handling appropriate to the situation?

3. To what extent does the teacher help develop pupils' ability to tolerate frustration and anxiety?

4. To what extent does the teacher help to develop pupils' ability to function without supervision?

5. To what extent does teacher stimulate pupils' participation in group activities?

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PROGRAM ASSESSMENT FORM

6. To what extent does teacher help pupils to develop a positive self-image?

____

____

7. To what extent does the teacher help pupils to develop some effective self-control?

____

____

8. Have the teachers read the pupils' confidential file and other school records? ____________________

VI. Educational Aide

1. Was an educational aide assigned to the class?

____

2. If so, what were her responsibilities?

____

____

3. To what extent did the teacher and educational aide work together as a team?

____

____

VII. Other Professionals

1. Do teachers have contact with other professionals?

____

2. If so, what was the nature of the interaction?

____

____

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PROGRAM ASSESSMENT FORM

VII. Parents

1. Do teachers have contact with parents?

____

2. If so, describe nature of contact.

____

____

IX. Summary Ratings

1. How effective is this teacher in promoting academic or cognitive development of the pupils?

____

____

2. How effective is this teacher in promoting the social-emotional development of the pupils?

____

____

3. How effective is this teacher in promoting physical or motor development of pupils?

____

____

____

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PROGRAM ASSESSMENT FORM

4. Which of the following appear to be main focus of the program:

a) Intellectual Development	c) Motor Development
b) Social-Emotional Development	d) No focus apparent

X. Other Comments

____

____

____

STUDENT VITAL STATISTICS AND STUDENT PERFORMANCE DATA

School: ______________________________ Date: ____________________

Name of Student: ______________________ Sex: _____________________

Name of Teacher: ______________________ Grade: ___________________

Age: ______________ Years: ____________ Months: __________________

Primary Language:

1972 - 1973 Days present ______________ Days absent ______________

1971 - 1972 Days present ______________ Days absent ______________

Time in program: ______________________ days

Intellectual Level:

Profoundly Retarded (I.Q. 0 - 26) ______________________________

Moderately Retarded (I.Q. 25 - 50) ______________________________

Mildly Retarded (I.Q. 50 - 70) ______________________________

Slow Learner (I.Q. 70 - 90) ______________________________

Average (I.Q. 90 - 110) ______________________________

Above Average (I.Q. 110 +) ______________________________

Reading Test:	Pretest		Posttest	
Name: ______________	Form ______________		Form ______________	
	Raw Score	Gde. Equiv.	Raw Scr.	Gde. Equiv.
Vocabulary				
Comprehension				
Total				

Test of Cognitive Ability	Pretest	Posttest
Checklist Rating		
Age Equivalency		

Teacher's Evaluation of Pupil Performance
Check one

Reading Improved	( )	Cognitive Abilities	( ) Imp.
Decoding Same	( )		( ) Same
Comprehension Regressed	( )		( ) Regressed
Undetermined	( )		( ) Undetermined

Teacher's Comments:

Attendance ( )

Visit by family assistant to home ( )

Psychological ( )

Evaluation ( )

Other ( )

Social workers ( )

Special reading ( )

Diagnosis ( )

Correction ( )

TEACHING & LEARNING

IMPROVING INSTRUCTION AND SERVICES
FOR SOCIALLY MALADJUSTED AND
EMOTIONALLY DISTURBED CHILDREN

OBSERVATION REPORT

CURRICULUM CENTER WORKSHOP

Date: Time: From To

Held at:

For (personnel):

Number of Participants

Type of presentation: (Speaker, Group Discussion, Demonstration)

Topics of the Meeting:

	E	G	A	I	NA
Relevance of the Topic for the Participants	_	_	_	_	_
Preparation of the Speaker or Participants	_	_	_	_	_
Quality of the Speaker's or Participant's Presentation	_	_	_	_	_
Efficient use of Meeting Time (Was discussion restricted to topic with minimal digression)	_	_	_	_	_
Overall Rating of the Meeting	_	_	_	_	_

Legend

E	Excellent
G	Good
A	Adequate
I	Inadequate
NA	Not Applicable

I. Report of the Meeting

II. Evaluation of the Meeting

TEACHING & LEARNING

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

OBSERVATION REPORT

Teacher________________________________ Date______________________

Class__________________________________ Room______________________

E - Excellent I - Needs Improvement

S - Satisfactory U - Unsatisfactory

	Lesson	Area
1.	Placement of Teacher	E S I U
2.	Seating of Students Formal_____Informal	E S I U
3.	Attitude of Students	E S I U
4.	Condition of Students	E S I U
5.	a. Table surfaces	E S I U
	b. Materials	E S I U
	c. Bulletin boards	E S I U
	d. Windows	E S I U
	e. Floors	E S I U
5.	Student Materials	E S I U
	a. Appropriate levels of texts	E S I U
	b. Writing materials	E S I U
6.	Teacher manner	E S I U
7.	Knowledge of Subject	E S I U
8.	Teacher Mobility	E S I U
9.	Methodology	E S I U
	a. Lesson aim clear	E S I U

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

OBSERVATION REPORT

LESSON	AREA
b. Sequence observed	E S I U
c. Structure provided	E S I U
d. Ratio of written vs. oral	E S I U
e. Ratio of silent vs. oral	E S I U
f. Use of board and visual aid	E S I U
g. Use of text, extra books	E S I U
h. Use of workbook	E S I U
i. Use of notebook	E S I U

STUDENT PARTICIPATION	
1. Recognition of individual differences	E S I U
2. Student exchange	E S I U
3. Specific skill development	E S I U
4. Personalization needs met	E S I U
5. Standardized needs met	E S I U
6. Allowances for weaknesses	E S I U
7. Utilization of strengths	E S I U
8. Sub-groups vs. whole group	E S I U
9. Use of test or check device	E S I U

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

OBSERVATION REPORT

CURRICULUM

Check list below of items observed in the Program

1. Tutoring in the Classroom
2. Active involvement of pupil personnel staff in classroom
3. Group guidance
4. Prescriptive teaching
5. Skills center
6. Math Laboratory
7. Reading Laboratory
8. Objectives of less accomplished

TEACHING & LEARNING

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

STAFF INFORMATION SHEET

Name of Staff Member______________________Title__________________

School____

Class or grade (if appropriate)____________________________________

No. of years in this position______________________________________

Is this position the same as the one you have during the school year?

Yes____ No____

Highest educational level____

Fields of specialization____

Average time spent with each student under your supervision each day_____

Describe your role as you see it in the program. Please be as specific as possible____

____

What innovative methods, techniques, materials, and/or equipment are being used by you in this program?________________________________

____

Are you using any behavior modification techniques in classroom? Check as many as are being used.

____contract
____token
____Positive Reinforcement
____fixed awards
____delayed gratification
____Negative Reinforcement
____variable awards
____instant gratification

What changes would you make to improve the summer program?____________

____

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

STAFF INFORMATION SHEET

Have procedural matters in hiring, pay and responsibilities been made clear to you?____________Yes____________No

Are you aware that the program is a Title I Program?

____________Yes____________No

TEACHING & LEARNING

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

MY SCHOOL PROGRAM QUESTIONNAIRE

	Yes	Sometimes	No
1. The work at this school is too easy.	___	___	___
2. I work hard in school but don't seem to get anywhere.	___	___	___
3. My teacher helps me when I need it.	___	___	___
4. Going to school is one of the most important things you can do.	___	___	___
5. The teachers in this school want to help you.	___	___	___
6. The teachers in this school expect you to work too hard.	___	___	___
7. The teachers in this school are really interested in you.	___	___	___
8. The teachers in this school know how to explain things clearly.	___	___	___
9. The teachers in this school are fair and square.	___	___	___
10. The boys and girls in this school fight too much.	___	___	___
11. The boys and girls in my class are pretty nice.	___	___	___
12. My parents never listen when I talk to them about school.	___	___	___
13. When I need to talk to someone, the guidance counselor or the psychologist or social worker in this program are always available.	___	___	___

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

MY SCHOOL PROGRAM QUESTIONNAIRE

		Yes	Sometimes	No
14.	This school building is a pleasant place.	___	___	___
15.	The principal in this school is friendly.	___	___	___
16.	The work at this school is too hard.	___	___	___
17.	What I am learning will be useful to me.	___	___	___
18.	The trip to and from school is too long.	___	___	___
19.	I wish I didn't have to go to school at all.	___	___	___
20.	I want to be in a different program	___	___	___

TEACHER RATING OF SOCIAL AND EMOTIONAL GROWTH SCALE

Name of Student:______________________Date___________________

Name of Teacher:____

To the Teacher:

Please respond to the following questions by checking the 1-5 scale below:

Name of student:____

No. of sessions attended:____

"As compared to the beginning of the school year."

a. How does the pupil relate to peers and school personnel during play activities?

1	2	3	4	5
much worse		about the same		much better

b. How does the pupil relate to peers and school personnel during classroom activities?

1	2	3	4	5
much worse		about the same		much better

c. How does the pupil tolerate frustration and anxiety?

1	2	3	4	5
much worse		about the same		much better

d. How has the pupil's ability to socialize with peers changed?

1	2	3	4	5
much worse		about the same		much better

e. How does the pupil function without supervision?

1	2	3	4	5
much worse		about the same		much better

f. How has the pupil's self-image changed?

1	2	3	4	5
much worse		about the same		much better

G. How has the pupil's self-control changed?

1	2	3	4	5
much worse		about the same		much better

TEACHING & LEARNING

IMPROVING INSTRUCTION AND
SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

PARENT QUESTIONNAIRE FORM

School ______________________________

Name ______________________________

Address ______________________________

Telephone ______________________________

Questions:

1. How many months has your child been attending the special program at this school?

   __________ months

2. What kinds of problems did your child have in his previous school? Put a check on the line which applies.

   __________ Classroom learning problems

   __________ Social problems with the children

   __________ Lack of provision for physical facilities for the special child

3. Before your child was transferred to this school, did you meet with persons from the school? __________ Yes __________ No

4. If you met with persons from the school, who were they?

   __________ Principal

   __________ Assistant principal

   __________ Teacher

   __________ Social worker

   __________ Attendance teacher

   __________ Family assistant

   __________ Other

5. Did you agree that the change of schools would be a good idea?

_________Yes _________No

If no, why____

6. Do you feel that you have been kept well informed of your child's progress at this school? _________Yes _________No

7. How many times this year have you talked with people at the school?
_________times

8. Have any persons from the school visited you home?_________Yes
_________No

9. Have you visited the school this year? _________Yes _________No
How many times?_______________________________________

10. If you came to school, what was the purpose of your visit?

____

____

11. Have you received any special instructions on how to help your child improve his schoolwork or behavior?
_________Yes _________No

12. Have any suggestions you have received from the school been helpful to you?
_________Yes _________No

13. Do you think your child likes attending the special program?
_________Yes _________No

14. Does your child seem to get along any better or worse with the family since the beginning of the school year?
_________Yes _________No

15. How many times have you attended the parent group?
_________Number of times

16. Have you noticed any improvement in your child's written and oral communication?
_________Yes _________No

TEACHING & LEARNING

QUESTIONARIO PARA LOS PADRES

Colegio____

Nombre____

Cireccion____

Telefono____

PREGUNTAS:

1. ¿Hace cuantos meses que su hijo asiste el programa especial de este colegio? ____________ meses

2. ¿Que tipos de problemas tuvo su hijo en su escuela anterior? Marque la linea que aplique.

   ____________ Problemas relativo al aprendisaje en la clase
   ____________ Problemas sociales con los ninos
   ____________ Falta de aprovisionamiento de facilidades fisicas para el nino especial

3. Antes que su hijo se transfiriese a este colegio ¿ conocio usted alguien de este colegio? ________Si ________No

4. Si conocio a alguien de este colegio ¿ quienes fueron?

   ____________ el director
   ____________ el asistente al director
   ____________ un profesor
   ____________ el trabajado social
   ____________ el profesor de asistencia
   ____________ el asistante a la familia
   ____________ otra persona

5. Esta usted de acuerdo que este cambio de colegios fur una buena idea?
   ____________Si ____________No
   Si no fue una buena idea, porque?__________________________

   ____

6. ¿Usted cree que le han mantenido bien informado del progreso de su hijo en esta escuela? __________Si __________No

7. ¿Cuantas veces este ano ha hablado usted con personas en el colegio? __________numero de veces

8. ¿Alguien del colegio este ano? __________Si __________No

9. ¿Ha usted visitado el colegio este ano? __________Si __________No
Cuantas veces?____________

10. Si vino usted al colegio, cual fue la razon de la visita?__________
____

11. ¿Ha recibido usted algunas instrucciones en como ayudar a su hijo en mejorar sus estudios o comportamiento? __________Si __________No

12. ¿Alguna sugerencia que ha recibido del colegio le ha ayudado? __________Si __________No

13. ¿Usted cree que a su hijo le gusta asistir a este programa especial del colegio? __________Si __________No

14. ¿Usted cree que a su hijo le gusta asistir a este programa especial del colegio? __________Si __________No

15. ¿Cuantas veces ha asistido usted al grupo de padres? __________Numero de veces

16. ¿Se ha usted fijado en algun mejoramiento en la comunicacion oral o escrita de su hijo? __________Si __________No

TEACHING & LEARNING

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

ADMINISTRATORS' SHEET

Name: ______________________________ Title: ____________________

School: ____________________________ Administrator: ______________

I. Recruitment and Hiring

1. What is your role during the regular school year?

____

____

2. How does this role qualify you for your position in this program?

____

____

II. Duties and Responsibilities

1. What are your duties and responsibilities in this program, e.g., hiring of staff, supervision, etc.? ____________________

____

____

2. What problems have you encountered in fulfilling these duties?

____

____

____

III. Organization and Implementation

1. How was this program organized and implemented in your school district? ____

____

2. What problems have you encountered in the organization and implementation of the program?______________________________

IV. Goals of the Program

1. What do you see are the goals of the program as implemented in your school?

2. What problems have you encountered in implementing those goals?

V. Summary

Were there any in-service or reeducation courses provided by the Board of Education before or during this program?

Yes__________ No__________

No. of professionals in each area:

__________Total population of teachers in the program

__________Total number of social workers in the program

__________Total number of guidance personnel in the program

__________Total number of psychologists in the program

IMPROVING INSTRUCTION
AND SERVICES FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY
DISTURBED CHILDREN

ADMINISTRATORS' SHEET

__________Total number of nurses in the program

__________Total number of psychiatrists in the program

__________Total number of attendance workers in the program

__________Total number of remedial reading and math specialists in the program

__________Total number of community coordinators in the program

No. of students in each age range:

__________Below age 6

__________Below age 8

__________Below age 10

__________Below age 12

__________Below age 14

__________Below age 16

__________Below age 18

__________Above age 18

No. of para-professionals in the program:__________

No. of volunteers in the program: __________

TEACHING & LEARNING

IMPROVING INSTRUCTION AND SERVICES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN

Questionnaire for Assistant Principal

1. Classroom observations: How many times during the school year were you able to observe each teacher in the classroom?

2. Did you hold school conferences? How often?
   How often?
   What topics?

3. Were there any demonstration lessons conducted?

4. Were there any after-school workshops?

5. Were you involved in any evaluation (testing) procedures in the school?

6. In the special school, the curriculum developed for children of this age group is not always appropriate.

   Was the curriculum adapted for the pupils of your school? How?

7. How did you try to meet the needs of pupils severely retarded in the skill areas?

8. Were you able to help the teachers to adopt techniques, methodology and educational media to the level of the pupils?

9. Were you involved with parents and community agencies during the year?

10. Were you involved with the supportive (attendance, guidance) services of the school to raise the self-image of pupils, effect a better school adjustment and develop positive school attitudes?

    What services?

    How?

11. In terms of the teachers supervised -- how many teachers made at least a 10% improvement progress during the school year in their professional effectiveness and relationship to the children?

    (a) 10 - 30 (b) 30 - 60 (c) 60 - 80 (d) 80 - 100

12. From your contact with the teachers what percentage would you say feel that the Title I program in your school was effective?

    (a) 0 - 30
    (b) 30 - 60
    (c) 60 - 80
    (d) 80 - 100

IMPROVING INSTRUCTION AND SERVICES
FOR SOCIALLY MALADJUSTED AND
EMOTIONALLY DISTURBED CHILDREN

Interview -- Guidance Counselors

In your function as a guidance counselor, describe your relationship to:

1. Individual student services
   Number of times seen ________

2. Parents

3. Do you do any group guidance?

4. Other activities
   - a. Vocational counseling
   - b. Maintenance of agency contacts
   - c. Preparation of reports (courts, Department of Welfare, etc.)
   - d. Testing

5. Liaison Activities
   - a. Administration
   - b. Teachers
   - c. Social agencies
   - d. Bureau of Child Guidance
   - e. Medical personnel
   - f. Parents

6. Diagnosis and Prescription of Learning Disabilities
   - a. School
   - b. Home

IMPROVING INSTRUCTION AND SERVICES
FOR SOCIALLY MALADJUSTED AND
EMOTIONALLY DISTURBED CHILDREN

Interview -- Psychologist

In your function as a guidance counselor, describe your relationship to:

1. Individual student services
   Number of times seen _______

2. Parents

3. Do you work with groups of students?

4. Other Activities

   a. Maintenance of agency contacts

   b. Preparation of reports (courts, Department of Welfare, etc.)

   c. Testing

5. Liaison Activities

   a. Administration

   b. Teachers

   c. Social agencies

   d. Bureau of Child Guidance

   e. Medical personnel

   f. Parents

6. Diagnosis and Prescription of Learning Disabilities

   a. School

   b. Home

IMPROVING INSTRUCTION AND SERVICES
FOR SOCIALLY MALADJUSTED AND
EMOTIONALLY DISTURBED CHILDREN

Interview -- Social Workers

In your function as a social worker, describe your relationship to:

1. Individual student services
   Number of times seen ________
2. Parents
3. Other Activities
   - a. Maintenance of agency contacts
   - b. Preparation of reports (courts, Department of Welfare, etc.)
   - c. Testing
4. Liaison Activities
   - a. Administration
   - b. Teachers
   - c. Social agencies
   - d. Bureau of Child Guidance
   - e. Medical personnel
5. Diagnosis and Prescription of Learning Disabilities
   - a. School
   - b. Home

Appendix D

NAME OF SCHOOL P.S. 106 Man. Bellevue

AGE RANGE
5-20

ENROLLMENT
66

EDUCATIONAL LEVEL
Primary, Elementary, Junior High School Secondary

DIAGNOSIS
Severely Emotionally Disturbed

AGENCY or HOSPITAL CLINICAL STAFF	
Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	G
Clinical Services continued after release	E

PHYSICAL SETTING	
Storage	G
Space Within Building	G
Space Outside Building	NA
Physical Safety	E
Shops	G
Gym	G
Auditorium	E
Library	E

EDUCATIONAL MATERIALS	
Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	G
Audio-Visual Aids	G
Multisensory Materials	G
Systems Approach	E

PARENTAL INVOLVEMENT	
Therapeutic	G
Family Group	NA
Parent Teacher Association	NA
Home Management	G
Participation with clinical staff on a regular basis	E

CURRICULUM PHILOSOPHY	
Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	NA

COMMUNITY RESOURCES	
Playgrounds/parks	NA
Museum	NA
Theater, Cinema and Concerts	NA

ENRICHMENT PROGRAM	
Trips	G
Art	E
Music	E
Library	G
Physical Education	E

SCHOOL STAFF in the PROGRAM	
EffectiveUse of Assistant Principal	E
Effective Use of Reading Teacher	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 224 Queens Blueberry

AGE RANGE

9-14

ENROLIMENT

23

EDUCATIONAL LEVEL

Elementary
Secondary

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

AGENCY or HOSPITAL CLINICAL STAFF	
Availability of clinical psychologist	A
Availability of social worker	A
Availability of psychiatrist	A
Availability of diagnostician of learning disabilties	G
Clinical Services continued after release	I

PHYSICAL SETTING	
Storage	G
Space Within Building	G
Space Outside Building	G
Physical Safety	G
Shops	I
Gym	I
Auditorium	N
Library	G

EDUCATIONAL MATERIALS	
Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	G
Audio-Visual Aids	G
Multisensory Materials	G
Systems Approach	N

PARENTAL INVOLVEMENT	
Therapeutic	N
Family Group	N
Parent Teacher Association	N
Home Management	N
Participation with clinical staff on a regular basis	G

CURRICULUM PHILOSOPHY	
Social-Emotional Development	E
Intellectual Development	G
Motor Development	G
Behavior Modification	E
Vocational Orientation	N

COMMUNITY RESOURCES	
Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	N

ENRICHMENT PROGRAM	
Trips	E
Art	G
Music	G
Library	G
Physical Education	G

SCHOOL STAFF in the PROGRAM	
EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	E
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	G

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 148 Peter Cooper School

AGE RANGE

10-16

ENROLLMENT

148

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	NA
Space Within Building	G
Space Outside Building	NA
Physical Safety	G
Shops	G
Gym	G
Auditorium	G
Library	A

EDUCATIONAL MATERIALS

Student Made	I
Teacher Made	A
Experiential	G
Manipulative	I
Textbooks	A
Audio-Visual Aids	A
Systems Approach	A
Multisensory Materials	NA

PARENTAL INVOLVEMENT

Parent-Teacher Communication	A
Parent-Teacher Organization	N

CURRICULUM PHILOSOPHY

Social-Emotional Development	G
Intellectual Development	A
Motor Development	I
Behavior Modification	G
Vocational Orientation	NA
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	I
Other schools	I

ENRICHMENT PROGRAM

Trips	I
Art	I
Music	I
Library	I
Physical Education	G

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	G
Effective Use of Reading Specialist	G
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	E
Effective Use of Paraprofessional	G

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 186 Bronx Edenwald

AGE RANGE

9-18

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	E
Clinical Services continued after release	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	A
Behavior Modification	E
Vocational Orientation	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

ENROLLMENT

141

PHYSICAL SETTING

Storage	A
Space Within Building	G
Space Outside Building	E
Physical Safety	E
Shops	E
Gym	G
Auditorium	N
Library	I

COMMUNITY RESOURCES

Playgrounds/parks	A
Museum	A
Theater, Cinema and Concerts	A
Other Schools	E

EDUCATIONAL LEVEL

Elementary
Junior High School
Secondary

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	G
Experiential	E
Manipulative	E
Textbooks	A
Audio-Visual Aids	G
Multisensory Materials	
Systems Approach	N

ENRICHMENT PROGRAM

Trips	G
Art	G
Music	G
Library	A
Physical Education	A

DIAGNOSIS

Intellectually Retarded
Emotionally Disturbed

PARENTAL INVOLVEMENT

Therapeutic	N
Family Group	N
Parent Teacher Association	N
Home Management	G
Participation with clinical staff on a regular basis	E

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	E
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	E

NAME OF SCHOOL P.S. 224 Queens Elmhurst Hospital

AGE RANGE

6-18

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	A
Availability of social worker	A
Availability of psychiatrist	A
Availability of diagnostician of learning disabilties	A
Clinical Services continued after release	NA

CURRICULUM PHILOSOPHY

Social-Emotional Development	A
Intellectual Development	A
Motor Development	A
Behavior Modification	A
Vocational Orientation	NA

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

ENROLLMENT

45

PHYSICAL SETTING

Storage	I
Space Within Building	I
Space Outside Building	NA
Physical Safety	I
Shops	I
Gym	I
Auditorium	NA
Library	I

COMMUNITY RESOURCES

Playgrounds/parks	NA
Museum	NA
Theater, Cinema and Concerts	NA

EDUCATIONAL LEVEL

Elementary
Junior High School
Secondary

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	G
Audio-Visual Aids	A
Multisensory Materials	A
Systems Approach	A

ENRICHMENT PROGRAM

Trips	NA
Art	A
Music	A
Library	A
Physical Education	A

DIAGNOSIS

Severely Emotionally Disturbed

PARENTAL INVOLVEMENT

Therapeutic	NA
Family Group	NA
Parent Teacher Association	NA
Home Management	NA
Participation with clinical staff on a regular basis	NA

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	G
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	G

NAME OF SCHOOL P.S. 82 Man. Cyrus W. Field School

AGE RANGE

10-15

ENROLLMENT

119

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	NA
Space Within Building	G
Space Outside Building	G
Physical Safety	A
Shops	G
Gym	A
Auditorium	I
Library	A

EDUCATIONAL MATERIALS

Student Made	I
Teacher Made	I
Experiential	I
Manipulative	I
Textbooks	A
Audio-Visual Aids	A
Systems Approach	A
Multisensory Materials	NA

PARENTAL INVOLVEMENT

Parent-Teacher Communication	A
Parent-Teacher Organization	N

CURRICULUM PHILOSOPHY

Social-Emotional Development	G
Intellectual Development	A
Motor Development	A
Behavior Modification	E
Vocational Orientation	NA
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	E
Theater, Cinema and Concerts	I
Other schools	G

ENRICHMENT PROGRAM

Trips	E
Art	A
Music	A
Library	A
Physical Education	A

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	NA
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	E

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 36 Brooklyn Nathaniel Greene

AGE RANGE

10-15

CLINICAL STAFF

Availability of school psychologist	E
Availability of social workers	E
Availability of psychiatrist	E
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	G
Intellectual Development	E
Motor Development	G
Behavior Modification	G
Vocational Orientation No Focus	NA

ENROLLMENT

144

PHYSICAL SETTING

Storage	A
Space Within Building	A
Space Outside Building	I
Physical Safety	I
Shops	A
Gym	I
Auditorium	A
Library	A

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	
Other schools	G G

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	E
Audio-Visual Aids	E
Systems Approach	E
Multisensory Materials	E

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	E
Library	G
Physical Education	E

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	I

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	NA
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 224 Queens Harlem Hospital School

AGE RANGE

8-13

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	I
Clinical Services continued after release	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	G
Motor Development	I
Behavior Modification	E
Vocational Orientation	N

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

ENROLLMENT

25

PHYSICAL SETTING

Storage	I
Space Within Building	A
Space Outside Building	I
Physical Safety	A
Shops	I
Gym	N
Auditorium	N
Library	I
Large Multipurpose Room	A

COMMUNITY RESOURCES

Playgrounds/parks	N
Museum	N
Theater, Cinema and Concerts	N

EDUCATIONAL LEVEL

Elementary
Junior High

EDUCATIONAL MATERIALS

Student Made	A
Teacher Made	A
Experiential	A
Manipulative	G
Textbooks	I
Audio-Visual Aids	I
Multisensory Materials	A
Systems Approach	N

ENRICHMENT PROGRAM

Trips	N
Art	A
Music	I
Library	I
Physical Education	A

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Therapeutic	A
Family Group	N
Parent Teacher	N
Association	A
Home Management	NA
Participation with clinical staff on a regular basis	G

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	NA
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	G

NAME OF SCHOOL P.S. 205 Queens Hillside Hospital

AGE RANGE
14-18

ENROLLMENT
90

EDUCATIONAL LEVEL
Secondary

DIAGNOSIS
Severely Emotionally Disturbed

AGENCY or HOSPITAL CLINICAL STAFF	
Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	NA
Clinical Services continued after release	E

PHYSICAL SETTING	
Storage	I
Space Within Building	I
Space Outside Building	G
Physical Safety	G
Shops	NA
Gym	NA
Auditorium	NA
Library	NA

EDUCATIONAL MATERIALS	
Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	E
Audio-Visual Aids	G
Multisensory Materials	NA
Systems Approach	G

PARENTAL INVOLVEMENT	
Therapeutic	G
Family Group	NA
Parent Teacher Association	NA
Home Management	G
Participation with clinical staff on a regular basis	E

CURRICULUM PHILOSOPHY	
Social-Emotional Development	G
Intellectual Development	G
Motor Development	G
Behavior Modification	A
Vocational Orientation	NA

COMMUNITY RESOURCES	
Playgrounds/parks	A
Museum	NA
Theater, Cinema and Concerts	NA

ENRICHMENT PROGRAM	
Trips	NA
Art	NA
Music	NA
Library	NA
Physical Education	NA

SCHOOL STAFF in the PROGRAM	
EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	E
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 205 Man. Ittleson Research Center

AGE RANGE

6-13

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	E
Clinical Services continued after release	NA

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	GT
Motor Development	E
Behavior Modification	E
Vocational Orientation	NA

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

ENROLLMENT

14

PHYSICAL SETTING

Storage	G
Space Within Building	G
Space Outside Building	E
Physical Safety	E
Shops	G
Gym	E
Auditorium	A
Library	A

COMMUNITY RESOURCES

Playgrounds/parks	E
Museum	E
Theater, Cinema and Concerts	G
Other schools	E
After-school centers	E

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	A
Experiential	A
Manipulative	A
Textbooks	A
Audio-Visual Aids	A
Multisensory Materials	G
Systems Approach	N

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	A
Library	A
Physical Education	E

DIAGNOSIS

Severely Emotionally Disturbed

PARENTAL INVOLVEMENT

Therapeutic	E
Family Group	G
Parent Teacher Association	N
Home Management	A
Participation with clinical staff on a regular basis	E

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	NA
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

NAME OF SCHOOL P.S. 185 Bronx John Paul Jones School

AGE RANGE

11-16

ENROLLMENT

143

EDUCATIONAL LEVEL

Junior High
Secondary School

DIAGNOSIS

Socially Maladjusted and
Emotionally Disturbed

CLINICAL STAFF	
Availability of school psychologist	G
Availability of social workers	E
Availability of psychiatrist	I
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING	
Storage	I
Space Within Building	A
Space Outside Building	I
Physical Safety	I
Shops	A
Gym	A
Auditorium	A
Library	A

EDUCATIONAL MATERIALS	
Student Made	I
Teacher Made	I
Experiential	I
Manipulative	I
Textbooks	A
Audio-Visual Aids	I
Systems Approach	
Multisensory Materials	NA

PARENTAL INVOLVEMENT

Parent-Teacher Communication
Parent-Teacher Organization

CURRICULUM PHILOSOPHY	
Social-Emotional Development	G
Intellectual Development	A
Motor Development	A
Behavior Modification	G
Vocational Orientation	NA
No Focus	

COMMUNITY RESOURCES	
Playgrounds/parks	G
Museum	NA
Theater, Cinema and Concerts	
Other schools	NA
After School Centers	G

ENRICHMENT PROGRAM	
Trips	A
Art	A
Music	I
Library	A
Physical Education	A

SCHOOL STAFF IN THE PROGRAM	
Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	NA
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	G

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOO 169 Man. Robert F. Kennedy School

AGE RANGE

10-13

CLINICAL STAFF

Availability of school psychologist	A
Availability of social workers	A
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

ENROLLMENT

106

PHYSICAL SETTING

Storage
Space Within Building
Space Outside Building
Physical Safety
Shops
Gym
Auditorium
Library

Not rated -- moving to new building.

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	G
Audio-Visual Aids	E
Systems Approach	
Multisensory Materials	NA

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	G
Parent-Teacher Organization	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	G
Motor Development	G
Behavior Modification	E
Vocational Orientation	E
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	NA
Museum	G
Theater, Cinema and Concerts	
Other schools	E
After school centers	E

ENRICHMENT PROGRAM

Trips	E
Art	G
Music	E
Library	A
Physical Education	A

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	E
Effective Use of Paraprofessional	E

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 368 Brooklyn Kings County Hospital

AGE RANGE
5-16

ENROLLMENT
60

EDUCATIONAL LEVEL
Elementary
Junior High School
Secondary

DIAGNOSIS
Severe Emotionally Disturbed

AGENCY or HOSPITAL CLINICAL STAFF	
Availability of clinical psychologist	G
Availability of social worker	G
Availability of psychiatrist	G
Availability of diagnostician of learning disabilties	G
Clinical Services continued after release	NA

PHYSICAL SETTING	
Storage	A
Space Within Building	A
Space Outside Building	A
Physical Safety	A
Shops	A
Gym	A
Auditorium	NA
Library	A

EDUCATIONAL MATERIALS	
Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	A
Audio-Visual Aids	A
Multisensory Materials	G
Systems Approach	A

PARENTAL INVOLVEMENT	
Therapeutic	NA
Family Group	NA
Parent Teacher Association	NA
Home Management	NA
Participation with clinical staff on a regular basis	NA

CURRICULUM PHILOSOPHY	
Social-Emotional Development	A
Intellectual Development	A
Motor Development	A
Behavior Modification	A
Vocational Orientation	NA

COMMUNITY RESOURCES	
Playgrounds/parks	A
Museum	NA
Theater, Cinema and Concerts	NA

ENRICHMENT PROGRAM	
Trips	NA
Art	A
Music	A
Library	A
Physical Education	A

SCHOOL STAFF in the PROGRAM	
EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	G
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 369 K James P. Lawrence

AGE RANGE

10-14

ENROLLMENT

162

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	E
Availability of social workers	E
Availability of psychiatrist	G
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	A

PHYSICAL SETTING

Storage	G
Space Within Building	G
Space Outside Building	G
Physical Safety	G
Shops	G
Gym	I
Auditorium	G
Library	G

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	G
Manipulative	G
Textbooks	G
Audio-Visual Aids	G
Systems Approach	G
Multisensory Materials	G

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	G

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	G
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	E
Theater, Cinema and Concerts	
Other schools	E E

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	E
Library	G
Physical Education	E

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 12 Bronx Lewis and Clark School

AGE RANGE

11-15

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	E
Availability of psychiatrist	I
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

ENROLLMENT

215

PHYSICAL SETTING

Storage	E
Space Within Building	E
Space Outside Building	G
Physical Safety	E
Shops	E
Gym	E
Auditorium	E
Library	E

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	G
Audio-Visual Aids	E
Systems Approach	E
Multisensory Materials	E

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	E

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	NA
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	
Other schools	G^{NA}

ENRICHMENT PROGRAM

Trips	G
Art	G
Music	A
Library	A
Physical Education	E

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	G
Effective Use of Paraprofessional	E

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S.77 Queens Lifeline Center for Child Development

AGE RANGE
5-12

ENROLLMENT
40

EDUCATIONAL LEVEL
Primary
Elementary

DIAGNOSIS
Severely Emotionally
Disturbed

AGENCY or HOSPITAL CLINICAL STAFF	
Availability of clinical psychologist	A
Availability of social worker	A
Availability of psychiatrist	A
Availability of diagnostician of learning disabilties	A
Clinical Services continued after release	E

PHYSICAL SETTING	
Storage	I
Space Within Building	I
Space Outside Building	I
Physical Safety	I
Shops	NA
Gym	I
Auditorium	I
Library	I

EDUCATIONAL MATERIALS	
Student Made	A
Teacher Made	A
Experiential	A
Manipulative	A
Textbooks	A
Audio-Visual Aids	I
Multisensory Materials	A
Systems Approach	NA

PARENTAL INVOLVEMENT	
Therapeutic	E
Family Group	E
Parent Teacher Association	E
Home Management	E
Participation with clinical staff on a regular basis	E

CURRICULUM PHILOSOPHY	
Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	NA

COMMUNITY RESOURCES	
Playgrounds/parks	E
Museum	NA
Theater, Cinema and Concerts	NA

ENRICHMENT PROGRAM	
Trips	A
Art	A
Music	A
Library	A
Physical Education	E

SCHOOL STAFF in the PROGRAM	
EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	NA
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 23 Queens Lincoln School

AGE RANGE

10-14

ENROLLMENT

92

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	A
Availability of social workers	A
Availability of psychiatrist	A
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	I
Space Within Building	I
Space Outside Building	I
Physical Safety	A
Shops	I
Gym	I
Auditorium	A
Library	I

EDUCATIONAL MATERIALS

Student Made	A
Teacher Made	A
Experiential	I
Manipulative	I
Textbooks	I
Audio-Visual Aids	I
Systems Approach	I
Multisensory Materials	I

PARENTAL INVOLVEMENT

Parent-Teacher Communication	I
Parent-Teacher Organization	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	I
Intellectual Development	I
Motor Development	I
Behavior Modification	G
Vocational Orientation No Focus	N

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	
Other schools	G G

ENRICHMENT PROGRAM

Trips	G
Art	G
Music	G
Library	G
Physical Education	G

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	NA
Effective Use of Reading Specialist	NA
Effective Use of Family Worker	A
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	A

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 8 Man. Livingston School for Girls

AGE RANGE

13-18

ENROLLMENT

122

EDUCATIONAL LEVEL

Junior High School
Secondary School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF	
Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	I
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING	
Storage	NA
Space Within Building	I
Space Outside Building	I
Physical Safety	A
Shops	A
Gym	N
Auditorium	N
Library	I

EDUCATIONAL MATERIALS	
Student Made	I
Teacher Made	G
Experiential	I
Manipulative	I
Textbooks	A
Audio-Visual Aids	I
Systems Approach	
Multisensory Materials	NA

PARENTAL INVOLVEMENT	
Parent-Teacher Communication	E
Parent-Teacher Organization	I

CURRICULUM PHILOSOPHY	
Social-Emotional Development	E
Intellectual Development	G
Motor Development	A
Behavior Modification	E
Vocational Orientation	E
No Focus	

COMMUNITY RESOURCES	
Playgrounds/parks	NA
Museum	N
Theater, Cinema and Concerts	N
Other schools	G

ENRICHMENT PROGRAM	
Trips	I
Art	G
Music	I
Library	I
Physical Education	A

SCHOOL STAFF IN THE PROGRAM	
Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	G
Effective Use of Family Worker	A
Effective Use of Attendance Teacher	NA
Effective Use of Para-professional	G

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 58 Man. The Manhattan High School

AGE RANGE	ENROLLMENT	EDUCATIONAL LEVEL	DIAGNOSIS
13-18	196	Secondary	Socially Maladjusted and Emotionally Disturbed

CLINICAL STAFF	
Availability of school psychologist	A
Availability of social workers	I
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING	
Storage	NA
Space Within Building	E
Space Outside Building	NA
Physical Safety	E
Shops	E
Gym	E
Auditorium	E
Library	A

EDUCATIONAL MATERIALS	
Student Made	G
Teacher Made	E
Experiential	I
Manipulative	I
Textbooks	G
Audio-Visual Aids	G
Systems Approach	G
Multisensory Materials	NA

PARENTAL INVOLVEMENT	
Parent-Teacher Communication	A
Parent-Teacher Organization	N

CURRICULUM PHILOSOPHY	
Social-Emotional Development	G
Intellectual Development	G
Motor Development	G
Behavior Modification	G
Vocational Orientation	A
No Focus	

COMMUNITY RESOURCES	
Playgrounds/parks	NA
Museum	I
Theater, Cinema and Concerts	
Other schools NA	E

ENRICHMENT PROGRAM	
Trips	NA
Art	NA
Music	NA
Library	G
Physical Education	G

SCHOOL STAFF IN THE PROGRAM	
Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	Left - not replaced
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	NA

Legend:
- E - Excellent
- G - Good
- A - Adequate
- I - Inadequate
- NA - Not Applicable

NAME OF SCHOOL P.S. 226 Man. The Manhattan School

AGE RANGE

5-17

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	E
Availability of social worker	E
Availability of psychiatrist	E
Availability of diagnostician of learning disabilties	E
Clinical Services continued after release	N

ENROLLMENT

79

PHYSICAL SETTING

Storage	G
Space Within Building	E
Space Outside Building	I
Physical Safety	E
Shops	N
Gym	A
Auditorium	N
Library	I

EDUCATIONAL LEVEL

Elementary
Junior High School
Secondary School

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	G
Experiential	E
Manipulative	E
Textbooks	A
Audio-Visual Aids	A
Multisensory Materials	G
Systems Approach	G

DIAGNOSIS

Severely Emotionally Disturbed (some children without language)

PARENTAL INVOLVEMENT

Therapeutic	G
Family Group	N
Parent Teacher Association	E
Home Management	G
Participation with clinical staff on a regular basis	E

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	G
Motor Development	G
Behavior Modification	E
Vocational Orientation	N

COMMUNITY RESOURCES

Playgrounds/parks	E
Museum	E
Theater, Cinema and Concerts	E

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	E
Library	I
Physical Education	G

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	NA
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 91 Man. Francis Parkman High School

AGE RANGE

14-18

ENROLLMENT

104

EDUCATIONAL LEVEL

Secondary School

DIAGNOSIS

Socially Maladjusted
Mentally Disturbed

CLINICAL STAFF

Availability of school psychologist	E
Availability of social workers	E
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	NA
Space Within Building	A
Space Outside Building	I
Physical Safety	A
Shops	A
Gym	A
Auditorium	A
Library	A

EDUCATIONAL MATERIALS

Student Made	I
Teacher Made	I
Experiential	I
Manipulative	I
Textbooks	A
Audio-Visual Aids	G
Systems Approach Multisensory Materials	NA

PARENTAL INVOLVEMENT

Parent-Teacher Communication	A
Parent-Teacher Organization	N

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	G
Motor Development	A
Behavior Modification	E
Vocational Orientation	I
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	N
Museum	N
Theater, Cinema and Concerts	
Other schools	N

ENRICHMENT PROGRAM

Trips	G
Art	E
Music	N
Library	A
Physical Education	A

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	G
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	E
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 75 Queens Robert E. Peary School

AGE RANGE

10-14

ENROLLMENT

90

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	G
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	I
Space Within Building	I
Space Outside Building	I
Physical Safety	I
Shops	A
Gym	I
Auditorium	I
Library	I

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	G
Manipulative	G
Textbooks	E
Audio-Visual Aids	E
Systems Approach	A
Multisensory Materials	G

PARENTAL INVOLVEMENT

Parent-Teacher Communication
Parent-Teacher Organization

CURRICULUM PHILOSOPHY

Social-Emotional Development	G
Intellectual Development	G
Motor Development	I
Behavior Modification	G
Vocational Orientation	G
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	
Other schools	G

ENRICHMENT PROGRAM

Trips	G
Art	I
Music	I
Library	I
Physical Education	I

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 371 Lillian S. Rashkis

AGE RANGE

10-14

CLINICAL STAFF

Availability of school psychologist	E
Availability of social workers	E
Availability of psychiatrist	G
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

ENROLLMENT

166

PHYSICAL SETTING

Storage	E
Space Within Building	E
Space Outside Building	E
Physical Safety	E
Shops	E
Gym	E
Auditorium	E
Library	E

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	E
Audio-Visual Aids	E
Systems Approach	E
Multisensory Materials	E

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	G
Vocational Orientation	G
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	
Other schools	G

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	A
Library	E
Physical Education	E

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 9 Walter Reed

AGE RANGE

10-15

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	G
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

ENROLLMENT

145

PHYSICAL SETTING

Storage	A
Space Within Building	A
Space Outside Building	I
Physical Safety	A
Shops	A
Gym	A
Auditorium	A
Library	G

EDUCATIONAL LEVEL

Elementary
Junior High School

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	E
Audio-Visual Aids	E
Systems Approach	E
Multisensory Materials	E

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	A
Behavior Modification	E
Vocational Orientation	A
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	G
Other schools	G

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	E
Library	E
Physical Education	I

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Paraprofessional	E

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 162 Staten Island South Shore Special School

AGE RANGE
4-7

ENROLLMENT
40

EDUCATIONAL LEVEL
Primary
Elementary

DIAGNOSIS
Severely Emotionally Disturbed

AGENCY or HOSPITAL CLINICAL STAFF

Availability of clinical psychologist	G
Availability of social worker	G
Availability of psychiatrist	G
Availability of diagnostician of learning disabilties	G
Clinical Services continued after release	G

PHYSICAL SETTING

Storage	A
Space Within Building	A
Space Outside Building	A
Physical Safety	A
Shops	NA
Gym	NA
Auditorium	NA
Library	A

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	NA
Audio-Visual Aids	G
Multisensory Materials	E
Systems Approach	NA

PARENTAL INVOLVEMENT

Therapeutic	A
Family Group	A
Parent Teacher Association	A
Home Management	A
Participation with clinical staff on a regular basis	E

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	NA

COMMUNITY RESOURCES

Playgrounds/parks	A
Museum	NA
Theater, Cinema and Concerts	NA

ENRICHMENT PROGRAM

Trips	A
Art	A
Music	A
Library	A
Physical Education	A

SCHOOL STAFF in the PROGRAM

EffectiveUse of Assistant Principal	NA
Effective Use of Reading Teacher	NA
Effective Use of Family Worker	NA
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	NA

Legend: E-Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable
N - None

NAME OF SCHOOL P.S. 85 K Sterling

AGE RANGE

15-18

CLINICAL STAFF

Availability of school psychologist	E
Availability of social workers	E
Availability of psychiatrist	G
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	E
Behavior Modification	E
Vocational Orientation	E
No Focus	

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

ENROLLMENT

228

PHYSICAL SETTING

Storage	E
Space Within Building	E
Space Outside Building	E
Physical Safety	E
Shops	E
Gym	E
Auditorium	E
Library	E

COMMUNITY RESOURCES

Playgrounds/parks	E
Museum	E
Theater, Cinema and Concerts	E
Other schools	

EDUCATIONAL LEVEL

Secondary

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	G
Experiential	G
Manipulative	G
Textbooks	G
Audio-Visual Aids	G
Systems Approach	G
Multisensory Materials	G

ENRICHMENT PROGRAM

Trips	G
Art	G
Music	G
Library	E
Physical Education	E

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	I

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	
Effective Use of Paraprofessional	E

NAME OF SCHOOL P.S. 370 K Jim Thorpe

AGE RANGE

11-15

ENROLLMENT

134

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	G
Availability of social workers	G
Availability of psychiatrist	G
Availability of guidance counselor	E
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	A
Space Within Building	A
Space Outside Building	I
Physical Safety	A
Shops	I
Gym	I
Auditorium	A
Library	A

EDUCATIONAL MATERIALS

Student Made	E
Teacher Made	E
Experiential	E
Manipulative	E
Textbooks	E
Audio-Visual Aids	E
Systems Approach	E
Multisensory Materials	E

PARENTAL INVOLVEMENT

Parent-Teacher Communication	E
Parent-Teacher Organization	N

CURRICULUM PHILOSOPHY

Social-Emotional Development	G
Intellectual Development	E
Motor Development	A
Behavior Modification	G
Vocational Orientation	NA
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	G
Museum	G
Theater, Cinema and Concerts	G
Other schools	

ENRICHMENT PROGRAM

Trips	E
Art	G
Music	I
Library	G
Physical Education	I

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	E
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	A
Effective Use of Para-professional	E

Legend: E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

NAME OF SCHOOL P.S. 4 Queens Orville Wright School

AGE RANGE

10-16

ENROLLMENT

158

EDUCATIONAL LEVEL

Elementary
Junior High School

DIAGNOSIS

Socially Maladjusted
Emotionally Disturbed

CLINICAL STAFF

Availability of school psychologist	A
Availability of social workers	G
Availability of psychiatrist	I
Availability of guidance counselor	G
Availability of diagnostician of learning disabilities	I

PHYSICAL SETTING

Storage	A
Space Within Building	G
Space Outside Building	G
Physical Safety	G
Shops	A
Gym	I
Auditorium	A
Library	I

EDUCATIONAL MATERIALS

Student Made	G
Teacher Made	G
Experiential	G
Manipulative	A
Textbooks	G
Audio-Visual Aids	E
Systems Approach	
Multisensory Materials	N

PARENTAL INVOLVEMENT

Parent-Teacher Communication	G
Parent-Teacher Organization	A

CURRICULUM PHILOSOPHY

Social-Emotional Development	E
Intellectual Development	E
Motor Development	G
Behavior Modification	E
Vocational Orientation	E
No Focus	

COMMUNITY RESOURCES

Playgrounds/parks	E
Museum	E
Theater, Cinema and Concerts	
Other schools	E
Factories in Area	E

ENRICHMENT PROGRAM

Trips	E
Art	E
Music	E
Library	I
Physical Education	E

SCHOOL STAFF IN THE PROGRAM

Effective Use of Assistant Principal	G
Effective Use of Reading Specialist	E
Effective Use of Family Worker	E
Effective Use of Attendance Teacher	NA
Effective Use of Paraprofessional	E

Legend:
E - Excellent
G - Good
A - Adequate
I - Inadequate
NA - Not Applicable

Appendix E

Formula for Calculating Anticipated Scores

To determine whether the achievement levels in reading have been raised to a statistically significant degree, the following procedure will be used:

Step 1. Obtain each pupil's pretest grade equivalent on the appropriate reading test. (This test will vary from school to school as determined by local needs).

Step 2. Subtract 1 (since most standardized tests start at 1.0).

Step 3. Divide the figure obtained in Step 2 by the number of months the pupil has been in school to obtain a hypothetical (historical regression) rate of growth per month. (Ignore Kindergarten months. 1 school year = 10 months.)

Step 4. Multiply the number of months of Title I treatment by the historical rate of growth per month.

Step 5. Add the figure obtained in Step 4 to the pupil's pretest grade equivalent (Step 1).

Step 6. Test the difference for significance between the group predicted posttest mean and the obtained posttest mean with a correlated t-ratio.

Appendix F

List of Out of City Trips *

1. Vanderbilt Planetarium - Center Port
2. Camp Leah - Harriman St. Park
3. Museum Village - Monroe, New York
4. Sunnyside Restoration, Terrytown, N.Y.
5. Jungle Habitat - W. Milford, N.J.
6. West Point Military Academy, West Point, N.Y.
7. Sterling Forest, Tuxedo, N.Y.
8. Suffolk Museum, Stony Brook, N.Y.
9. Bear Mountain
10. General Motors Plant, Lindin, N.J.
11. Turtle Back Zoo, West Orange, N.J.
12. Washington Irving Restoration
13. Ward Pond Reservation, Poundridge, N.Y.
14. Washington, D.C. Weekend

* Submitted by J. Krellenstein, Trip Coordinator